



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II F
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, Chief External Officer
RE:	Approval of Local Control and Accountability Plans for all Magnolia Science Academies

Proposed Board Recommendation

I move that the board approve the Local Control and Accountability Plans (LCAPs) for all Magnolia Science Academies.

Background

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

Each plan must describe:

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

The MPS home office has been collaborating with the schools in ensuring that all the LCAPs are aligned to the 8 state priorities and that the schools are meaningfully engaging the parents and the community.



MAGNOLIA PUBLIC SCHOOLS

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Budget Implications

There are no budget implications

Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Attachments

All 11 MPS LCAPs

Introduction:

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

<p>Involvement Process</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Impact on LCAP</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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
<p>Annual Update:</p> <p>The Charter School held its periodical meetings in 2015-16 to gather input from its 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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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:	All students will pursue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> Priority 1: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ To implement Common Core State Standards Priority 4: <ul style="list-style-type: none"> ▪ 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 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 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: <ul style="list-style-type: none"> ▪ To increase student proficiency in all courses
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Priority 1: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ Charter School will provide 100% implementation of CCSS in Math, ELA, History for all students. Science will be rolled out over 3 years, starting with 6th graders. Priority 4: <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ At least 80% of students in grade 11 will participate in the EAP assessment. ▪ At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: <ul style="list-style-type: none"> ▪ 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$32,000.00</p> <p>5800-BTSA expenses, EL authorization fees</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$239,200.00</p> <p>4100-4200-4300-4400 (Books and Supplies, Materials, etc.)</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

		___ Other Subgroups:(Specify) _____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$6,000.00 MAP testing fees
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	All	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$35,000.00 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ <u>ALL</u>	\$100,000.00

<p>as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Dean of Academics salary & benefits \$160,000.00 Title I/Intervention teacher salary & benefits (Title I funds)</p>
<p>Priority 4: <ul style="list-style-type: none"> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <ul style="list-style-type: none"> Charter School will offer courses that meet UC/CSU admission requirements. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <ul style="list-style-type: none"> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$70,000.00 College Advisor salary & benefits</p>
<p>Priority 4: <ul style="list-style-type: none"> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. </p>	<p>English Learners Redesignated fluent English proficient</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards</p>
<p>Priority 4: <ul style="list-style-type: none"> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. </p>	<p>All</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$75,000.00 AP teacher salaries & benefits AP workshops AP test fees</p>
<p>Priority 4: <ul style="list-style-type: none"> Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$90,000.00 College Advisor salary & benefits College Readiness classes teacher salaries</p>

& benefits

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups: (Specify) _____

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.
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Actions/Services	Scope of Service	Pupils to be served within identified 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	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other 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.	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$100,000.00 Dean of Academics salary & benefits
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$70,000.00 Computer/Technology teacher salaries & benefits</p> <p>\$20,000.00 Focused PD on Blended Learning and Arts</p>

GOAL #3:	All students, families, 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 _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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%. ▪ 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 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 students, parents, and staff will be at least 80%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	English Learners	<p><input type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> 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	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$40,000.00</p> <p>5800-SIS fees</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

		___ 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 pupils ___ English Learners ___ Foster Youth ___ Redesignated 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 pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	\$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	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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 pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other 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 pupils ___ English Learners ___ Foster Youth ___ Redesignated 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

<p>relationships, and help create an atmosphere of trust, respect, and high expectations.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Teacher PD on Edge Coaching</p>
<p>Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000.00 Survey expenses</p>

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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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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 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:

- Priority 1:**
- 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 |
- 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% |
| English Learners | 0% | 5% | 2% | 7% |
| Hispanic or Latino | 43% | 48% | 33% | 38% |

	<ul style="list-style-type: none"> At least 80% of students in grade 11 will participate in the EAP assessment. At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. <p>Priority 8:</p> <ul style="list-style-type: none"> 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. 		<p>African American N/A N/A N/A N/A</p> <ul style="list-style-type: none"> API data is not available at this time. 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 who are reclassified has increased by 2% from the prior year. 2014-15: 28% 2015-16: 30% 39% of the graduating seniors passed an AP exam with a score of 3 or higher in 2014-15. We expect a rate of 43% in 2015-16. 2014-15: 39% 2015-16: 43% (expected) 97% of students in grades 9-11 participated in the PSAT test in 2015-16. 81%(ELA) 41%(math) of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level. 100% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 100% in 2015-16. 62%(ELA) 29%(math) of students who participated in the EAP assessment demonstrated college preparedness (performed Ready and Conditionally Ready) in 2014-15. We expect a rate of 67%(ELA) and 34% (math) in 2015-16. <p>Priority 8:</p> <ul style="list-style-type: none"> 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.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> 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	<p>Priority 1:</p> <ul style="list-style-type: none"> All teacher credentials have been reviewed. Charter School has supported 2 of its teachers for their credentialing needs. 	\$7,000.00 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 		Priority 1: <ul style="list-style-type: none"> Charter School is compliant with its teacher assignments. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 		Priority 1: <ul style="list-style-type: none"> Charter School has reviewed its current instructional materials and they are aligned to standards. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 		Priority 1: <ul style="list-style-type: none"> Charter School keeps an inventory of instructional materials and corresponding purchase of materials. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Priority 1: <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 		Priority 1: <ul style="list-style-type: none"> Charter School has done annual and monthly facility inspections to screen for safety hazards. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	\$95,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: <ul style="list-style-type: none"> Charter School has maintained its campus cleanliness through daily general cleaning. 	\$67,905.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	\$10,000.00 MAP testing fees	Priority 2: <ul style="list-style-type: none"> Charter School implements curricula and assessments aligned to the CCSS. 	\$10,000.00 MAP testing fees
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	\$50,000.00 5800 Professional Development on CCSS	Priority 2: <ul style="list-style-type: none"> Teachers have participated in professional development on the implementation of CCSS. 	\$10,000.00 5800 Professional Development on CCSS
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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		Development on EL strategies
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$90,000.00 Dean of Academics salary & benefits \$145,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$90,000.00 Dean of Academics salary & benefits \$145,000.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.</p>		<p>Priority 4: <input type="checkbox"/> 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.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will offer courses that meet UC/CSU admission requirements.</p>		<p>Priority 4: <input type="checkbox"/> Charter School offers courses that meet UC/CSU admission requirements.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.</p>	<p>\$65,000.00 College Advisor salary & benefits</p>	<p>Priority 4: <input type="checkbox"/> Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.</p>	<p>\$65,000.00 College Advisor salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.</p>	<p>\$20,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$10,000.00 Focused PD on ELD standards</p>	<p>Priority 4: <input type="checkbox"/> 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.</p>	<p>\$5,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards</p>

<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. 	<p>\$45,000.00</p> <p>AP teacher salaries & benefits AP workshops AP test fees</p>	<p>Priority 4:</p> <ul style="list-style-type: none"> 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 	<p>\$40,000.00</p> <p>AP teacher salaries & benefits AP workshops AP test fees</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. 	<p>\$65,000.00</p> <p>College Advisor salary & benefits College Readiness classes teacher salaries & benefits</p>	<p>Priority 4:</p> <ul style="list-style-type: none"> 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. 	<p>\$65,000.00</p> <p>College Advisor salary & benefits College Readiness classes teacher salaries & benefits</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> 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 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 _____	
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 7:</p> <ul style="list-style-type: none">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. <p>Priority 8:</p> <ul style="list-style-type: none">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:	<p>Priority 7:</p> <ul style="list-style-type: none">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: 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 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. <p>Priority 8:</p> <ul style="list-style-type: none">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.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 7: <ul style="list-style-type: none">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: <ul style="list-style-type: none">Charter School has provided students with core courses and electives as outlined in its charter petition.	\$5,000.00 FuelEd course fees
Scope of service:		Scope of service:	
<u>✓</u> ALL		<u>✓</u> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> 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.</p>		<p>Priority 7: <input type="checkbox"/> Charter School has designed its master schedule to meet the needs of all students.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.</p>		<p>Priority 1: <input type="checkbox"/> Charter School offers "Advanced Math" class and club to students in grades 6-8.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</p>	<p>\$00.00 STEAM Festival and Expo expenses</p>	<p>Priority 7: <input type="checkbox"/> 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.</p>	<p>\$15,000.00 STEAM Festival and Expo expenses</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will offer Computer/Technology classes and/or blended learning experience for our students.</p>	<p>\$160,000.00 Computer/Technology teacher salaries & benefits</p>	<p>Priority 7: <input type="checkbox"/> Charter School offers Computer/Technology classes and/or blended learning experience for our students.</p>	<p>\$160,000.00 Computer/Technology teacher salaries & benefits</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 Subgroups:(Specify)_____

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 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 and/or McGraw Hill Curriculum and/or APEX.
- 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:	All students, families, 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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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 	Actual Annual Measurable Outcomes:	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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 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. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ Charter School maintained a student suspension rate of less than 1% in 2014-15. Our rate
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	85%.		<p>in 2015-16 so far is less than 1% and we expect a rate of no more than 4% by the end of the school year.</p> <ul style="list-style-type: none"> ▪ 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 89% in 2015-16. ▪ Parent participation rate in the school experience survey is 75% in 2015-16. ▪ Staff participation rate in the school experience survey is 90% in 2015-16. ▪ Approval rating on school experience surveys in 2015-16: Students: 63% Parents: 91% Staff: 95%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 		Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	\$28,200.00 5800-SIS fees	Priority 3: <ul style="list-style-type: none"> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	\$28,200.00 5800-SIS fees
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 		Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	\$10,000.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$160,000.00</p> <p>Dean of Culture salary & benefits</p> <p>Life Skills teacher salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$160,000.00</p> <p>Dean of Culture salary & benefits</p> <p>Life Skills teacher salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>\$30,000.00</p> <p>Attendance clerk salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>\$30,000.00</p> <p>Attendance clerk salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$65,000.00</p> <p>College Advisor salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$65,000.00</p> <p>College Advisor salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>\$00.00</p> <p>Fuel Ed credit recovery course fees</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>\$5,000.00</p> <p>Fuel Ed credit recovery course fees</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>\$85,000.00</p> <p>Dean of Students salary & benefits</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>\$85,000.00</p> <p>Dean of Students salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>\$10,000.00</p> <p>Teacher PD on Edge Coaching</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>\$10,000.00</p> <p>Teacher PD on Edge Coaching</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 		<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	<p>\$3,000.00</p> <p>Survey expenses</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	<p>\$3,000.00</p> <p>Survey expenses</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

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:	\$ <u>1,379,594</u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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. <p>Anticipated expenditures: \$200,000.00</p> <ul style="list-style-type: none"> ▪ 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 School 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	%
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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, 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	Impact on LCAP
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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
<p>Annual Update:</p> <p>The Charter School held its periodical meetings in 2015-16 to gather input from its 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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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 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 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 over 3 years, starting with 6th graders. ▪ 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. ▪ 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 3% from the prior year. ▪ The percentage of EL students who are reclassified 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. ▪ 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. ▪ At least 80% of students in grade 11 will participate in the EAP assessment. ▪ At least 30% of students who participate in the EAP assessment will demonstrate college preparedness. ▪ 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000.00</p> <p>5800-BTSA expenses, EL authorization fees</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000.00</p> <p>4100-4200-4300-4400 (Books and Supplies, Materials, etc.)</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

		___ Other Subgroups:(Specify) _____ _____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	\$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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	\$7,500.00 MAP testing fees
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	All	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	\$35,000.00 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ <u>ALL</u>	\$80,000.00

<p>as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Dean of Academics salary & benefits \$160,000.00 Title I/Intervention Math and English teacher salary & benefits (Title I funds)</p>
<p>Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$70,000.00 College Advisor salary & benefits</p>
<p>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.</p>	<p>English Learners Redesignated fluent English proficient</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards</p>
<p>Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$85,000.00 AP teacher salaries & benefits AP workshops AP test fees</p>
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$70,000.00 College Advisor salary & benefits College Readiness</p>

		<input type="checkbox"/> Other Subgroups:(Specify) _____	classes teacher salaries & benefits
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

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.
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Actions/Services	Scope of Service	Pupils to be served within identified 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	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$80,000.00 Dean of Academics salary & benefits
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$70,000.00 Computer/Technology teacher salaries & benefits</p> <p>\$20,000.00 Focused PD on Blended Learning</p>

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> Priority 3: <ul style="list-style-type: none"> To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation Priority 5: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Charter School will maintain a student suspension rate of no more than 4%. 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 students, parents, and staff will be at least 80%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Priority 3: <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC 	All	<input checked="" type="checkbox"/> ALL	

meetings.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	<input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000.00 5800-SIS fees
Priority 4: Charter School will communicate with the parents of academically low-achieving students.	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress	All	<input checked="" type="checkbox"/> <u>ALL</u>	\$20,000.00

<p>and enhance student learning and involvement.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Home-visit stipends (Title I funds)</p>
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$80,000.00 Dean of Culture salary & benefits</p> <p>\$60,000.00 Life Skills teacher salary & benefits</p>
<p>Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$55,000.00 Attendance clerk salary & benefits</p>
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$70,000.00 College Advisor salary & benefits</p>
<p>Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000.00 Fuel Ed and APEX credit recovery course fees</p>
<p>Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$80,000.00 Dean of Students salary & benefits</p>
<p>Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000.00 Teacher PD on Edge Coaching</p>

<p>Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000.00 Survey Expences</p>

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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 2:</p> <ul style="list-style-type: none"> Charter School will provide 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> 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. The percentage of EL students who are reclassified 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. 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. 		Actual Annual Measurable Outcomes:		<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 2:</p> <ul style="list-style-type: none"> Charter School provides 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> 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.) <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="2">ELA/Literacy</th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>2015</th> <th>2016 (Expected)</th> <th>2015</th> <th>2016 (Expected)</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>29%</td> <td>34%</td> <td>26%</td> <td>31%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>28%</td> <td>33%</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>English Learners</td> <td>0%</td> <td>5%</td> <td>29%</td> <td>34%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>27%</td> <td>32%</td> <td>24%</td> <td>29%</td> </tr> <tr> <td>African American</td> <td>25%</td> <td>30%</td> <td>8%</td> <td>13%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th colspan="2">Reading/ELA</th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>Fall 2015</th> <th>Spring 2016</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>30%</td> <td>35%</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>28%</td> <td>33%</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>English Learners</td> <td>4%</td> <td>9%</td> <td>2%</td> <td>7%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>28%</td> <td>33%</td> <td>22%</td> <td>27%</td> </tr> <tr> <td>African American</td> <td>14%</td> <td>19%</td> <td>14%</td> <td>19%</td> </tr> </tbody> </table>		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%		Reading/ELA		Math			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%
	ELA/Literacy		Math																																																																								
	2015	2016 (Expected)	2015	2016 (Expected)																																																																							
Schoolwide	29%	34%	26%	31%																																																																							
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	Reading/ELA		Math																																																																								
	Fall 2015	Spring 2016	Fall 2015	Spring 2016																																																																							
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English Learners	4%	9%	2%	7%																																																																							
Hispanic or Latino	28%	33%	22%	27%																																																																							
African American	14%	19%	14%	19%																																																																							

	<ul style="list-style-type: none"> At least 80% of students in grade 11 will participate in the EAP assessment. At least 30% of students who participate in the EAP assessment will demonstrate college preparedness. <p>Priority 8:</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> API data is not available at this time. 81% 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 ≥80% in 2015-16. 2014-15: 100% 2015-16: 100% (expected) The percentage of EL students who are reclassified in 2014-15 school year was 18%. We expect to raise the percentage to 20%. 90% of the graduating seniors in 2014-15 school year passed an AP exam with a score of 3 or higher at any point during their high school. We expect keep or exceed this rate of 90% in 2015-16. 2014-15: 90% 2015-16: 90% (expected) 100% of students in grades 9-11 participated in the PSAT test in 2015-16. 19% of 9th grade, 32% of 10th grade and 44% of 11th grade students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level. 100% of students in grade 11 participated in the EAP assessment in 2014-15. We expect to keep the rate of 100% in 2015-16. 42% of students who participated in ELA portion of the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 47% in 2015-16. 26% of students who participated in Math portion of the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 31% in 2015-16. <p>Priority 8:</p> <ul style="list-style-type: none"> 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 ≥80% in 2015-16.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> All teacher credentials have been reviewed. Charter School has supported 4 of its teachers for their credentialing needs. 	\$12,000.00 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> ▪ Charter School will annually review master schedule/teacher assignments to ensure compliance. 		Priority 1: <ul style="list-style-type: none"> ▪ Charter School is compliant with its teacher assignments. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> ▪ Charter School will annually review alignment of instructional materials to standards. 		Priority 1: <ul style="list-style-type: none"> ▪ Charter School has reviewed its current instructional materials and they are aligned to standards. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> ▪ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 		Priority 1: <ul style="list-style-type: none"> ▪ Charter School keeps an inventory of instructional materials and corresponding purchase of materials. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Priority 1: <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 		Priority 1: <ul style="list-style-type: none"> Charter School has done annual and monthly facility inspections to screen for safety hazards. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	\$95,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: <ul style="list-style-type: none"> Charter School has maintained its campus cleanliness through daily general cleaning. 	\$46,539.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	\$10,000.00 MAP testing fees	Priority 2: <ul style="list-style-type: none"> Charter School implements curricula and assessments aligned to the CCSS. 	\$6,000.00 MAP testing fees
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	\$120,000.00 5800 Professional Development on CCSS	Priority 2: <ul style="list-style-type: none"> Teachers have participated in professional development on the implementation of CCSS. 	\$10,000.00 5800 Professional Development on CCSS
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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		Development on EL strategies
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$90,000.00 Dean of Academics salary & benefits \$145,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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 \$140,000.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.</p>		<p>Priority 4: <input type="checkbox"/> 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.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will offer courses that meet UC/CSU admission requirements.</p>		<p>Priority 4: <input type="checkbox"/> Charter School offers courses that meet UC/CSU admission requirements.</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.</p>	<p>\$65,000.00 College Advisor salary & benefits</p>	<p>Priority 4: <input type="checkbox"/> Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.</p>	<p>\$65,000.00 College Advisor salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.</p>	<p>\$20,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$10,000.00 Focused PD on ELD standards</p>	<p>Priority 4: <input type="checkbox"/> 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.</p>	<p>\$5,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards</p>

Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<p style="text-align: center;">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	Goal, actions, and services will be maintained. <ul style="list-style-type: none"> 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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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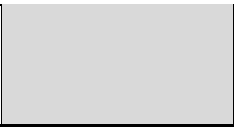
Expected Annual Measurable Outcomes:	<p>Priority 7:</p> <ul style="list-style-type: none"> ▪ Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ 100% of students will have sufficient 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. <p>Priority 8:</p> <ul style="list-style-type: none"> ▪ 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:	<p>Priority 7:</p> <ul style="list-style-type: none"> ▪ 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: Computer, Art, Spanish, Robotics, Science Explorers, etc. ▪ 100% of students have sufficient access to all academic and educational programs provided by the Charter School. ▪ 5% 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. <p>Priority 8:</p> <ul style="list-style-type: none"> ▪ 80% of all students enrolled in the Charter School has created or demonstrated a STEAM focused project, experiment, model or demo. ▪ 70% of all students enrolled in the Charter School’s “Advanced Math” class or club in grades 6-8 have demonstrated proficiency. ▪ 90% 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 90% in 2015-16.
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LCAP Year: 2015-16

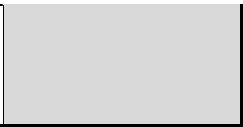
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 7:</p> <ul style="list-style-type: none"> ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. <p>Scope of service:</p> <p>✓ ALL</p>		<p>Priority 7:</p> <ul style="list-style-type: none"> ▪ Charter School has provided students with core courses and electives as outlined in its charter petition. <p>Scope of service:</p> <p>✓ ALL</p>	<p>\$5,000.00</p> <p>FuelEd course fees</p>

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Charter School has designed its master schedule to meet the needs of all students. 	
Scope of service: _____		Scope of service: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> Charter School will offer an "Advanced Math" class or club to students in grades 6-8. 		Priority 1: <ul style="list-style-type: none"> Charter School offers "Advanced Math" class or club to students in grades 6-8. 	
Scope of service: _____		Scope of service: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Charter School offers Computer/Technology classes and/or blended learning experience for our students. 	\$70,000.00 Computer/Technology teacher salaries & benefits
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 Subgroups:(Specify)_____



OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 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 and/or McGraw Hill Curriculum and/or APEX.
 - Charter School will continue to offer “Advanced Math” class or 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:	All students, families, 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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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 	Actual Annual Measurable Outcomes:	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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 2015-16 school year. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ Charter School maintained a student suspension rate of 1% in 2014-15. Our rate in 2015-
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	85%.		<p>16 so far is 1% and we expect a rate of no more than 1% by the end of the school year.</p> <ul style="list-style-type: none"> ▪ 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 89% in 2015-16. ▪ Parent participation rate in the school experience survey is 94% 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: <p>Students: 54% Parents: %80 Staff: 92%</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3: <input type="checkbox"/> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.</p>		<p>Priority 3: <input type="checkbox"/> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3: <input type="checkbox"/> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.</p>	<p>\$32,000.00 5800-SIS fees</p>	<p>Priority 3: <input type="checkbox"/> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.</p>	<p>\$32,000.00 5800-SIS fees</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3: <input type="checkbox"/> Charter School will communicate with the parents of academically low-achieving students.</p>		<p>Priority 3: <input type="checkbox"/> Charter School will communicate with the parents of academically low-achieving students.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3: <input type="checkbox"/> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>\$20,000.00 Home-visit stipends (Title I funds)</p>	<p>Priority 3: <input type="checkbox"/> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.</p>	<p>\$18,000.00 Home-visit stipends (Title I funds)</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$160,000.00</p> <p>Dean of Culture salary & benefits</p> <p>Life Skills teacher salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$160,000.00</p> <p>Dean of Culture salary & benefits</p> <p>Life Skills teacher salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>\$30,000.00</p> <p>Attendance clerk salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>\$30,000.00</p> <p>Attendance clerk salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$65,000.00</p> <p>College Advisor salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$65,000.00</p> <p>College Advisor salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>\$00.00</p> <p>Fuel Ed credit recovery course fees</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>\$5,000.00</p> <p>Fuel Ed credit recovery course fees</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>\$85,000.00</p> <p>Dean of Students salary & benefits</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>\$75,000.00</p> <p>Dean of Students salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>\$10,000.00</p> <p>Teacher PD on Edge Coaching</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>\$10,000.00</p> <p>Teacher PD on Edge Coaching</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 		<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	<p>\$3,000.00</p> <p>Survey expenses</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	<p>\$5,000.00</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

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:	\$ <u> \$995,929.00 </u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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. <p>Anticipated expenditures: \$200,000.00</p> <ul style="list-style-type: none"> ▪ 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 School 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	%
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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, 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	Impact on LCAP
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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
<p>Annual Update:</p> <p>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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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 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 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 over 3 years, starting with 6th graders. ▪ 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 10% from fall to spring. ▪ Charter School will meet or exceed the annual API or (internal measures) 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 40% 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. ▪ At least 80% of students in grade 11 will participate in the EAP assessment. ▪ At least 40% of students who participate in the EAP assessment will demonstrate college preparedness. ▪ Priority 8: ▪ At least 90% 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$215,000.00</p> <p>5800-BTSA expenses, EL authorization fees</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000.00</p> <p>4100-4200-4300-4400 (Books and Supplies, Materials, etc.)</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

		___ Other Subgroups:(Specify) _____ _____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	\$253,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits \$6000. Supplies & OT
Priority 2: ▪ Charter School will ensure curricula and assessments are aligned to the CCSS.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	\$3,000.00 MAP testing fees
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other 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	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	\$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	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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

<p>as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Dean of Academics salary & benefits \$160,000.00 Title I/Intervention Math and English teacher salary & benefits (Title I funds)</p>
<p>Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$60,000.00 College Advisor salary & benefits</p>
<p>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.</p>	<p>English Learners Redesignated fluent English proficient</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards</p>
<p>Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$65,000.00 8 AP teacher salaries & benefits AP workshops AP test fees</p>
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$50,000.00 College Advisor salary & benefits College Readiness</p>

		<input type="checkbox"/> Other Subgroups:(Specify) _____	classes teacher salaries & benefits
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.
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Actions/Services	Scope of Service	Pupils to be served within identified 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	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60,000.00 Dean of Students salary & benefits
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$70,000.00 Computer/Technology teacher salaries & benefits</p> <p>\$10,000.00 Focused PD on Blended Learning</p>

GOAL #3:	All students, families, 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 _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 6 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 3%. ▪ 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 students, parents, and staff will be at least 80%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Priority 3: ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC 	All	✓ ALL	

meetings.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1500. Refreshments
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000.00 5800-CoolSIS fees
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2000 postage
Priority 3: Charter School teachers will visit students at their homes to discuss student progress	All	<input checked="" type="checkbox"/> <u>ALL</u>	\$20,000.00

<p>and enhance student learning and involvement.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Home-visit stipends (Title I funds)</p>
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$80,000.00 Dean of Culture salary & benefits</p> <p>\$60,000.00 Life Skills teacher salary & benefits</p>
<p>Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$35,000.00 Attendance clerk salary & benefits</p>
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$60,000.00 College Advisor salary & benefits</p>
<p>Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000.00 Fuel Ed and APEX credit recovery course fees</p>
<p>Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$80,000.00 Dean of Students salary & benefits</p>
<p>Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000.00 Teacher PD on Edge Coaching</p>

<p>Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000.00 Survey Expences</p>

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.

<p>Original GOAL from prior year LCAP:</p>	<p>All students will pursue academic excellence and be college/career ready.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
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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 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.
 - The percentage of EL students who are reclassified 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.
 - At least 80% of students in grades 9-11 will participate in the PSAT test.
 - At least 35% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.

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 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 80% of students in grade 11 will participate in the EAP assessment.
 - At least 40% of students who participate in the EAP assessment will demonstrate college preparedness.
- Priority 8:**
- At least 90% 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.

		Spring 2014 Proficient Students			
		Mathematics		Reading	
		Count	Percent	Count	Percent
Grade	All	147	37%	217	56%
	6	21	26%	35	44%
	7	33	39%	52	61%
	8	26	30%	45	51%
Subgroups	Black/African A	69	35%	110	57%
	Hispanic	71	39%	101	56%
	EL	0	0%	1	5%
	SPED	4	10%	6	15%
	FRL	135	38%	194	56%

- API data is not available at this time.
- 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 who are reclassified has increased by 7% from the prior year.
2014-15: 12% 2015-16: 35%
- 27% of the graduating seniors passed an AP exam with a score of 3 or higher in 2014-15. We expect a rate of 32% in 2015-16.
2014-15: 27% 2015-16: 40% (expected)
- 90% of students in grades 9-11 participated in the PSAT test in 2015-16.
- 35% of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level.
- 90% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 90% in 2015-16.
- 30% of students who participated in the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 40% in 2015-16.
Priority 8:
- 90% 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 90% in 2015-16.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> All teacher credentials have been reviewed. Charter School has supported 2 of its teachers for their credentialing needs. 	\$7,000.00 5800-BTSA expenses, EL authorization fees
Scope of service: <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 		Priority 1: <ul style="list-style-type: none"> Charter School is compliant with its teacher assignments. 	
Scope of service: <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 		Priority 1: <ul style="list-style-type: none"> Charter School has reviewed its current instructional materials and they are aligned to standards. 	
Scope of service: <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 		Priority 1: <ul style="list-style-type: none"> Charter School keeps an inventory of instructional materials and corresponding purchase of materials. 	
Scope of service: <input checked="" type="checkbox"/> ALL -----		Scope of service: <input checked="" type="checkbox"/> ALL -----	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 		Priority 1: <ul style="list-style-type: none"> Charter School has done annual and monthly facility inspections to screen for safety hazards. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	\$4,000.00 MAP testing fees	Priority 2: <ul style="list-style-type: none"> Charter School implements curricula and assessments aligned to the CCSS. 	\$3,000.00 MAP testing fees
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	\$60,000.00 5800 Professional Development on CCSS	Priority 2: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 \$80,000.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 		Priority 4: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will offer courses that meet UC/CSU admission requirements. 		Priority 4: <ul style="list-style-type: none"> Charter School offers courses that meet UC/CSU admission requirements. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:		Scope of service:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> ▪ 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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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: 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 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 7:</p> <ul style="list-style-type: none"> 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. 		<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School has provided students with core courses and electives as outlined in its charter petition. 	\$5,000.00 Fuel Ed course fees
<p>Scope of service:</p> <p>✓ ALL</p>		<p>Scope of service:</p> <p>✓ ALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> 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.</p>		<p>Priority 7: <input type="checkbox"/> Charter School has designed its master schedule to meet the needs of all students.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.</p>		<p>Priority 1: <input type="checkbox"/> Charter School offers "Advanced Math" class and club to students in grades 6-8.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</p>	<p>\$00.00 STEAM Festival and Expo expenses</p>	<p>Priority 7: <input type="checkbox"/> 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.</p>	<p>\$3,000.00 STEAM Festival and Expo expenses</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will offer Computer/Technology classes and/or blended learning experience for our students.</p>	<p>\$80,000.00 Computer/Technology teacher salaries & benefits</p>	<p>Priority 7: <input type="checkbox"/> Charter School offers Computer/Technology classes and/or blended learning experience for our students.</p>	<p>\$70,000.00 Computer/Technology teacher salaries & benefits</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 Subgroups:(Specify)_____

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 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 and/or McGraw Hill Curriculum and/or APEX.
- 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:	All students, families, 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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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 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:	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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 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. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ Charter School maintained a student suspension rate of 1% in 2014-15. Our rate in 2015-
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	85%.		<p>so far is 1% and we expect a rate of no more than 4% by the end of the school year.</p> <ul style="list-style-type: none"> ▪ 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 91% in 2015-16. ▪ Parent participation rate in the school experience survey is 60% in 2015-16. ▪ Staff participation rate in the school experience survey is 87% in 2015-16. ▪ Approval rating on school experience surveys in 2015-16: <p style="text-align: right;">Students: 26% Parents:60 % Staff:89%</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 		Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 		Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$70,000.00</p> <p>Dean of Culture salary & benefits</p> <p>Life Skills teacher salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$70,000.00</p> <p>Dean of Culture salary & benefits</p> <p>Life Skills teacher salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>\$20,000.00</p> <p>Attendance clerk salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>\$20,000.00</p> <p>Attendance clerk salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$65,000.00</p> <p>College Advisor salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$65,000.00</p> <p>College Advisor salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>\$5000.00</p> <p>Fuel Ed credit recovery course fees</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>\$5,000.00</p> <p>Fuel Ed credit recovery course fees</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>\$85,000.00</p> <p>Dean of Students salary & benefits</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>\$75,000.00</p> <p>Dean of Students salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>\$10,000.00</p> <p>Teacher PD on Edge Coaching</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>\$10,000.00</p> <p>Teacher PD on Edge Coaching</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 		<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	<p>\$3,000.00</p> <p>Survey expenses</p>	<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	<p>\$3,000.00</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

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:	<u>\$2,817,402</u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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. <p>Anticipated expenditures: \$85,000.</p> <ul style="list-style-type: none"> ▪ 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 School 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	%
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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, lross@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, 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	Impact on LCAP
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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 homes 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
<p>Annual Update:</p> <p>The Charter School held its periodical meetings in 2015-16 to gather input from its 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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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 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 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 pursue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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 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 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 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. ▪ 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. ▪ At least 80% of students in grade 11 will participate in the EAP assessment. ▪ At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. ▪ 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	All	<p><u>✓ ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$9,000.00 BTSA</p> <p>5800-BTSA expenses, EL authorization fees</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 	All	<p><u>✓ ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$68,782.00 salary</p> <p>\$9,066.00 benefits</p> <p>1300 – Certificated Supervisor and Admin Salaries</p> <p>3100 -STRS</p> <p>3400 – Health & Welfare Benefits</p> <p>Dean of Academics salary & benefits</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 	All	<p><u>✓ ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$68,782.00 salary</p> <p>\$9,066.00 benefits</p> <p>1300 – Certificated Supervisor and Admin Salaries</p> <p>3100 -STRS</p> <p>3400 – Health & Welfare Benefits</p> <p>Dean of Academics salary & benefits</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 	All	<p><u>✓ ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$68,782.00 salary</p> <p>\$9,066.00 benefits</p> <p>1300 – Certificated Supervisor and Admin Salaries</p> <p>3100 -STRS</p> <p>3400 – Health & Welfare Benefits</p> <p>Dean of Academics salary & benefits</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 	All	<p><u>✓ ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$11,780.00 supplies, materials, etc.</p> <p>\$3,220.00 books</p> <p>4100-4200-4300-4400 (Books and Supplies, Materials, etc.)</p>

<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$68,782.00 salary \$9,066.00 benefits</p> <p>1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$600.00</p> <p>5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits</p>
<p>Priority 2:</p> <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,850.00 MAP testing fees (Title I Fees)</p>
<p>Priority 2:</p> <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000.00</p> <p>5800 Professional Development on CCSS</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$900.00</p> <p>Professional Development on EL strategies (Title I Funds)</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$17,000.00 (10% of teachers' salary)</p> <p>Power English and Power Math teacher salaries (Title I funds)</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$24,500.00 salary</p> <p>After school and</p>

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Saturday ELA and math tutoring (Title I funds)
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> 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	✓ <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries Dean of Academics salary & benefits
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 	All	✓ <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer courses that meet UC/CSU admission requirements. 	All	✓ <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. 	All	✓ <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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
<p>Priority 4:</p>	English Learners	<u>ALL</u>	\$485.00

<ul style="list-style-type: none"> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. 	<p>Redesignated fluent English proficient</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ELD supplemental materials (Title I Funds) \$900.00 Focused PD on ELD standards (Title I Funds) \$2,759.00</p>
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. 	<p>All</p>	<p><u>ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>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</p>
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$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</p>

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

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.
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Actions/Services	Scope of Service	Pupils to be served within identified 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	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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 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.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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 School will offer an "Advanced Math" class or club to students in grades 6-8.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners	\$5,000.00 (10% of teacher's salary) \$1050.00 benefits

		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	1100 Math teacher salary 3100 -STRS 3400 – Health & Welfare
<p>Priority 7:</p> <ul style="list-style-type: none"> 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 <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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
<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	All	✓ ALL <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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:	All students, families, 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 _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 10% 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 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%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3:	All	✓ ALL	\$500.00

<ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Parent Involvement Activities (Title I Funds)</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500.00</p> <p>Parent Involvement Activities (Title I Funds)</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	<p>English Learners</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500.00</p> <p>Parent Involvement Activities (Title I Funds)</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500.00</p> <p>Parent Involvement Activities (Title I Funds)</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000.00 - CoolSIS data management system fees</p> <p>5822- Other professional fees</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$68,782.00 salary \$9,066.00 benefits</p> <p>1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits</p>

<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,800.00</p> <p>Home-visit stipends (Title I funds)</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,000.00 (10% of salary) \$1260.00 benefits</p> <p>1300 Teacher Salary Life Skills teacher 3100 -STRS 3400 – Health & Welfare Life Skills Teacher</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$68,782.00 salary \$9,066.00 benefits</p> <p>1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$82,500.00</p> <p>College Advisor salary & benefits</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000.00</p> <p>Fuel Ed credit recovery course fees</p> <p>4325 – Instructional Materials and supplies</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$68,782.00 salary \$9,066.00 benefits</p> <p>1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary</p>

			& benefits
<p>Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. </p>	All	<p><u>✓ ALL</u></p>	\$5,000.00
		<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	Teacher PD on PBIS/Restorative Justice
<p>Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. </p>	All	<p><u>✓ ALL</u></p>	\$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 Life Skills Teacher
		<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
<p>Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. </p>	All	<p><u>✓ ALL</u></p>	\$2,000.00 Survey expenses - Panorama
		<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 2:</p> <ul style="list-style-type: none"> ▪ Charter School will provide 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> ▪ 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.
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Actual Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 2:</p> <ul style="list-style-type: none"> ▪ Charter School provides 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> ▪ 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.) <table style="width:100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;">ELA/Literacy</th> <th colspan="2" style="text-align: center;">Math</th> </tr> <tr> <th></th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016 (Expected)</th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016 (Expected)</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">17%</td> </tr> <tr> <td>English Learners</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Hispanic or Latino</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td>African American</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">10%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ 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: <table style="width:100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;">Reading/ELA</th> <th colspan="2" style="text-align: center;">Math</th> </tr> <tr> <th></th> <th style="text-align: center;">Fall 2015</th> <th style="text-align: center;">Spring 2016</th> <th style="text-align: center;">Fall 2015</th> <th style="text-align: center;">Spring 2016</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">19%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ API data is not available at this time. 		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%	Hispanic or Latino	25%	29%	8%	12%	African American	50%	55%	0%	10%		Reading/ELA		Math			Fall 2015	Spring 2016	Fall 2015	Spring 2016	Schoolwide	20%	29%	23%	19%
	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%																																															
Hispanic or Latino	25%	29%	8%	12%																																															
African American	50%	55%	0%	10%																																															
	Reading/ELA		Math																																																
	Fall 2015	Spring 2016	Fall 2015	Spring 2016																																															
Schoolwide	20%	29%	23%	19%																																															

<ul style="list-style-type: none"> ▪ At least 80% of students in grade 11 will participate in the EAP assessment. ▪ At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. <p>Priority 8:</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. <p>2014-15: 100% 2015-16: 100% (expected)</p> <ul style="list-style-type: none"> ▪ The percentage of EL students who are reclassified has increased by at least 7% from the prior year. <p>2014-15: 12% 2015-16: 56%</p> <ul style="list-style-type: none"> ▪ 80% of students in grades 9-11 participated in the PSAT test in 2015-16. ▪ 40% of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level. ▪ 100% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 100% 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. <p>Priority 8:</p> <ul style="list-style-type: none"> ▪ 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.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. 	19,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: <ul style="list-style-type: none"> ▪ All teacher credentials have been reviewed. Charter School has supported 3 of its teachers for their credentialing needs. 	\$5,500.00 5800-BTSA expenses, EL authorization fees
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Priority 1: <ul style="list-style-type: none"> ▪ Charter School will annually review master schedule/teacher assignments to ensure compliance. 		Priority 1: <ul style="list-style-type: none"> ▪ Charter School is compliant with its teacher assignments. 	
Scope of service: _____		Scope of service: _____	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 		Priority 1: <ul style="list-style-type: none"> Charter School has done annual and monthly facility inspections to screen for safety hazards. 	

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	\$0 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: <ul style="list-style-type: none"> Charter School has maintained its campus cleanliness through daily general cleaning. 	\$276.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	\$2,000.00 MAP testing fees	Priority 2: <ul style="list-style-type: none"> Charter School implements curricula and assessments aligned to the CCSS. 	\$2,000.00 MAP testing fees
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	\$16,000.00 5800 Professional Development on CCSS	Priority 2: <ul style="list-style-type: none"> Teachers have participated in professional development on the implementation of CCSS. 	\$10,840.00 5800 Professional Development on CCSS
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	\$900.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	\$900.00 5800 Professional Development on EL strategies

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. 	\$35,126.00 Power English and Power Math teacher salaries	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 	\$24,500.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$65,000.00 Dean of Academics salary & benefits	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4:	\$65,000.00	Priority 4:	\$68,792.00 salary \$9,067.00 benefits

<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will offer courses that meet UC/CSU admission requirements. 		Priority 4: <ul style="list-style-type: none"> Charter School offers courses that meet UC/CSU admission requirements. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. 	\$66,000.00 College Advisor salary & benefits	Priority 4: <ul style="list-style-type: none"> Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school. 	\$42,000.00 College Advisor salary & benefits
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____ <input type="checkbox"/> ALL		Scope of service: _____ <input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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.	\$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: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p style="text-align: center;">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	Goal, actions, and services will be maintained. <ul style="list-style-type: none"> ▪ 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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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: Theatre, Robotics, P.E. AP Biology. AP English. AP Spanish, AP World History, Turkish, Power English and Power Math. 100% of students have sufficient access to all academic and educational programs provided by the Charter School. 5% of all students participated 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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. 90% 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 90% in 2015-16.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 7:</p> <ul style="list-style-type: none"> 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. 		<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School has provided students with core courses and electives as outlined in its charter petition. 	\$3,000.00 FuelEd course fees
<p>Scope of service:</p> <p>✓ ALL</p>		<p>Scope of service:</p> <p>✓ ALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> 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.</p>		<p>Priority 7: <input type="checkbox"/> Charter School has designed its master schedule to meet the needs of all students.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input checked="" type="checkbox"/> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.</p>		<p>Priority 1: <input type="checkbox"/> Charter School offers "Advanced Math" class and club to students in grades 6-8.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</p>	<p>\$????.00 STEAM Festival and Expo expenses</p>	<p>Priority 7: <input type="checkbox"/> 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.</p>	<p>\$1,000.00 STEAM Festival and Expo expenses</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> 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:	All students, families, 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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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%. 	Actual Annual Measurable Outcomes:	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 5% of Charter School’s students have been home-visited by the teachers in 2015-16 so far. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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.
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<ul style="list-style-type: none"> Approval rating on school experience surveys of students, parents, and staff will be at least 85%. 	<ul style="list-style-type: none"> 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 83% in 2015-16. Parent participation rate in the school experience survey is 27% in 2015-16. Staff participation rate in the school experience survey is 75% in 2015-16. Approval rating on school experience surveys in 2015-16: Students: 61% Parents: 57% Staff: 83%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	\$500.00	Priority 3: <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	\$375.00
Scope of service: <input checked="" type="checkbox"/> ALL	Parent Involvement Activities (Title I Funds)	Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 		Priority 3: <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 		Priority 3: <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	<p>\$500.00</p> <p>Parent Involvement Activities (Title I Funds)</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	<p>\$375.00</p> <p>Parent Involvement Activities (Title I Funds)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	<p>\$15,000</p> <p>5800-SIS fees</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	<p>\$9,000.00</p> <p>5800-SIS fees</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	<p>\$65,000.00 salary</p> <p>Dean of Academics salary & benefits</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	<p>\$68,792.00 salary</p> <p>\$9,067.00 benefits</p> <p>Dean of Academics salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	<p>\$1,000.00</p> <p>Home-visit stipends (Title I funds)</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	<p>\$100.00</p> <p>Home-visit stipends (Title I funds)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	

<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$65,000.00 salary Dean of Academics salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 		<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$66,000.00 College Advisor salary & benefits</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>\$42,000.00 College Advisor salary & benefits</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>Fuel Ed credit recovery course fees</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>\$3,000.00 Fuel Ed credit recovery course fees</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6:</p>	<p>\$65,000.00</p>	<p>Priority 6:</p>	<p>\$68,792.00 salary \$9,067.00 benefits</p>

<ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	Dean's salary & benefits	<ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	Dean of Academics salary & benefits
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	\$16,000.00 Teacher PD	Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	\$10,840.00 Teacher PD
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	\$65,000.00 Dean's salary & benefits	Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	\$4,500.00 Survey expenses - Panorama	Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	\$2,000.00 Survey expenses - Panorama
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> ▪ 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.
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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.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>368,149.00</u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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 School 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 (RFEs).

- 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	%
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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-5 Contact (Name, Title, Email, Phone Number): Brad Plonka, Principal, bplonka@magnoliapublicschools.org, (818) 705-5676
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, 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?

<p>Involvement Process</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Impact on LCAP</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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
<p>Annual Update:</p> <p>The Charter School held its periodical meetings in 2015-16 to gather input from its 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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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 pursue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need:	<ul style="list-style-type: none"> ▪ 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 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 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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: ▪ 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. ▪ The percentage of EL students who are reclassified 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Priority 1: ▪ MSA-5 will conduct credential review as part of teacher hiring process and support our 	All	<input checked="" type="checkbox"/> ALL	\$6000.00

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

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	MAP testing fees
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$20,000.00 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Priority 4: MSA-5 will offer courses that meet UC/CSU admission requirements.	All	<input checked="" type="checkbox"/> ALL	

		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<p>Priority 4:</p> <ul style="list-style-type: none"> MSA-5 will offer 4-year academic plans; outlining the classes students will take during their four years of high school. 	All	✓ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<p>Priority 4:</p> <ul style="list-style-type: none"> 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 Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5000.00 ELD core materials \$2000.00 ELD supplemental materials \$2000.00 Focused PD on ELD standards
<p>Priority 4:</p> <ul style="list-style-type: none"> MSA-5 will offer "Advisory" classes (college planning and career exploration program). 	All	✓ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____ OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	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. ▪ 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 at MSA-5, grades 6-8 will be taking the "Advanced Math" class or club. Priority 8: ▪ At least 80% of all students enrolled at MSA-5 will create or demonstrate a STEAM focused project, experiment, model or demo. ▪ At least 70% of all students enrolled at MSA-5 in "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. ▪ At least 80% of all students enrolled at MSA-5 in Computer/Technology classes will demonstrate proficiency.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
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.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$68,399.00 Dean of Academics salary & benefits
Priority 7: ▪ MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 7:	All	<input checked="" type="checkbox"/> ALL	

<ul style="list-style-type: none"> 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. 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$23,000.00 Computer/Technology teacher program</p>

GOAL #3:	All MSA-5 students, families, staff, and other stakeholders will feel a sense of community and connectedness.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> 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 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. ▪ 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%. ▪ 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 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 70%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	<p>English Learners</p>	<p><input type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000.00</p> <p>5800-SIS fees</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-5 will communicate with the parents of academically low-achieving students. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2000.00</p> <p>Home-visit stipends (Title I funds)</p>

<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5000.00</p> <p>Dean of Culture stipend</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> 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 graduation. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> MSA-5 will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10000.00</p> <p>Teacher PD Edge Coaching 5820</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> MSA-5 staff will acknowledge and encourage positive student behavior and improvements. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Priority 6: MSA-5 will annually administer school experience surveys to students, parents, and staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$1500.00</p> <p>Survey expenses</p>
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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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 2:</p> <ul style="list-style-type: none"> ▪ MSA-5 will provide 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 8:</p> <ul style="list-style-type: none"> ▪ 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. 	Actual Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 2:</p> <ul style="list-style-type: none"> ▪ MSA-5 provides 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> ▪ 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.) <table border="1" style="width:100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">ELA/Literacy</th> <th colspan="2">Math</th> </tr> <tr> <th>2015</th> <th>2016 (Expected)</th> <th>2015</th> <th>2016 (Expected)</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>18%</td> <td>23%</td> <td>6%</td> <td>11%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>19%</td> <td>55%</td> <td>6%</td> <td>11%</td> </tr> <tr> <td>English Learners</td> <td>0%</td> <td>5%</td> <td>0%</td> <td>5%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>18%</td> <td>55%</td> <td>4%</td> <td>9%</td> </tr> <tr> <td>African American</td> <td>0%</td> <td>5%</td> <td>0%</td> <td>5%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ 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: <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading/ELA</th> <th colspan="2">Math</th> </tr> <tr> <th>Fall 2015</th> <th>Spring 2016</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>27%</td> <td>32%</td> <td>11%</td> <td>16%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>26%</td> <td>31%</td> <td>11%</td> <td>16%</td> </tr> <tr> <td>English Learners</td> <td>5%</td> <td>10%</td> <td>3%</td> <td>8%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>25%</td> <td>30%</td> <td>8%</td> <td>13%</td> </tr> </tbody> </table>		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%		Reading/ELA		Math		Fall 2015	Spring 2016	Fall 2015	Spring 2016	Schoolwide	27%	32%	11%	16%	Socioecon. Disadv.	26%	31%	11%	16%	English Learners	5%	10%	3%	8%	Hispanic or Latino	25%	30%	8%	13%
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African American	0%	5%	0%	5%																																																														
	Reading/ELA		Math																																																															
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Hispanic or Latino	25%	30%	8%	13%																																																														

			<p>African American 42% 47% 0% 55%</p> <ul style="list-style-type: none"> API data is not available at this time. The percentage of EL students who are reclassified has decreased by 2% from the prior year. <p>2014-15: 20% 2015-16: 18%</p> <p>Priority 8:</p> <ul style="list-style-type: none"> 70% 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.
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LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 		9000.00 5800-BTSA expenses, EL authorization fees	Priority 1: <ul style="list-style-type: none"> All teacher credentials have been reviewed. MSA-5 has supported 1 of its teachers for their credentialing needs. 		3000.00 5800-BTSA expenses, EL authorization fees
Scope of service: <input checked="" type="checkbox"/> ALL			Scope of service: <input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Priority 1: <ul style="list-style-type: none"> MSA-5 will annually review master schedule/teacher assignments to ensure compliance. 			Priority 1: <ul style="list-style-type: none"> MSA-5 is compliant with its teacher assignments. 		
Scope of service: <input checked="" type="checkbox"/> ALL			Scope of service: <input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Priority 1: <ul style="list-style-type: none"> MSA-5 will annually review alignment of instructional materials to standards. 			Priority 1: <ul style="list-style-type: none"> MSA-5 has reviewed its current instructional materials and they are aligned to standards. 		
Scope of service: <input checked="" type="checkbox"/> ALL			Scope of service: <input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> MSA-5 will annually keep an inventory of instructional materials and corresponding purchase of materials. 		Priority 1: <ul style="list-style-type: none"> MSA-5 keeps an inventory of instructional materials and corresponding purchase of materials. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials. 	\$120,800.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: <ul style="list-style-type: none"> MSA-5 has used its budget to ensure sufficient access to instructional materials. 	\$84,170.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> MSA-5 will do annual and monthly facility inspections to screen for safety hazards. 		Priority 1: <ul style="list-style-type: none"> MSA-5 has done annual and monthly facility inspections to screen for safety hazards. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 		Priority 1: <ul style="list-style-type: none"> Charter School has maintained its campus cleanliness through daily general cleaning. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Priority 2:</p> <ul style="list-style-type: none"> MSA-5 will ensure curricula and assessments are aligned to the CCSS. 	\$2500.00	<p>Priority 2:</p> <ul style="list-style-type: none"> MSA-5 implements curricula and assessments aligned to the CCSS. 	\$1900.00
<p>MAP testing fees</p>		<p>MAP testing fees</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priority 2:</p> <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 		<p>Priority 2:</p> <ul style="list-style-type: none"> Teachers have participated in professional development on the implementation of CCSS. 	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> MSA-5 will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	\$600.00	<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> MSA-5 provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	\$600.00
<p>5800 Professional Development on EL strategies</p>		<p>5800 Professional Development on EL strategies</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> During the day, MSA-5 will provide additional supports and interventions to all students, including ELs. 	\$19,082.80	<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> During the day, MSA-5 provides additional supports and interventions to all students, including ELs. 	\$19,082.80
<p>Power English and Power Math teacher salaries (Title I funds)</p>		<p>Power English and Power Math teacher salaries (Title I funds)</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> MSA-5 will provide additional supports and interventions to all students, including ELs, 	\$569.98	<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$64,428.00 Dean of Academics salary & benefits	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$64,428.00 Dean of Academics salary & benefits
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> MSA-5 will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 		Priority 4: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and	Goal, actions, and services will 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 Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ✓ 8__ ✓ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Priority 7: <ul style="list-style-type: none"> 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. 100% of students will have sufficient access to all academic and educational programs provided by MSA-5. At least 5% of all students enrolled in MSA-5's grades 6-8 will be taking the "Advanced Math" class or club. Priority 8: <ul style="list-style-type: none"> At least 80% of all students enrolled in the MSA-5 will create or demonstrate a STEAM focused project, experiment, model or demo. At least 80% of all students enrolled in MSA-5's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. At least 80% of all students enrolled in MSA-5's Computer/Technology classes will demonstrate proficiency. 		Actual Annual Measurable Outcomes:	Priority 7: <ul style="list-style-type: none"> MSA-5 provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students have sufficient access to all academic and educational programs provided by MSA-5. 12% of all students enrolled in MSA-5's grades 6-8 take the "Advanced Math" class or club. Priority 8: <ul style="list-style-type: none"> 87% of all students enrolled in the MSA-5 has created or demonstrated a STEAM focused project, experiment, model or demo. 80% of all students enrolled in MSA-5's "Advanced Math" class or club in grades 6-8 have demonstrated proficiency. 80% of all students enrolled in the MSA-5's Computer/Technology classes received a grade of "C" or better in 2014-15.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> MSA-5 has provided students with core courses and electives as outlined in its charter petition. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Priority 7:</p> <ul style="list-style-type: none"> MSA-5 has designed its master schedule to meet the needs of all students. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Priority 1:</p> <ul style="list-style-type: none"> MSA-5 offers "Advanced Math" class and club to students in grades 6-8. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1000.00 Computer/Technology teacher stipend</p>	<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1000.00 Computer/Technology teacher stipend</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>		<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> MSA-5 will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to 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.

<p>Original GOAL from prior year LCAP:</p>	<p>All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: All</p>	
	<p>Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Teachers 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. ▪ MSA-5 will maintain a high school dropout rate of no more than 1%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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 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%. 	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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 13.54% and we expect a rate of 10% 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 0% by the end of the school year. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Student participation rate in the school experience survey is 77% in 2015-16.
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			<ul style="list-style-type: none"> ▪ Parent participation rate in the school experience survey is 91% 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%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 		Priority 3: <ul style="list-style-type: none"> ▪ MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	
Scope of service:		Scope of service:	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> MSA-5 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: <ul style="list-style-type: none"> MSA-5 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
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 		Priority 3: <ul style="list-style-type: none"> MSA-5 will communicate with the parents of academically low-achieving students. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> 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. 		Priority 5: <ul style="list-style-type: none"> 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:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 5: <ul style="list-style-type: none"> MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. </p>		<p>Priority 5: <ul style="list-style-type: none"> MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. </p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6: <ul style="list-style-type: none"> MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. </p>		<p>Priority 6: <ul style="list-style-type: none"> MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. </p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. </p>		<p>Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. </p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6: <ul style="list-style-type: none"> MSA-5 staff will acknowledge and encourage positive student behavior and improvements. </p>		<p>Priority 6: <ul style="list-style-type: none"> MSA-5 staff will acknowledge and encourage positive student behavior and improvements. </p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Priority 6: <ul style="list-style-type: none"> MSA-5 will annually administer school experience surveys to students, parents, and staff. 	\$1500.00 Survey expenses	Priority 6: <ul style="list-style-type: none"> MSA-5 will annually administer school experience surveys to students, parents, and staff. 	\$1500.00 Survey expenses
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p style="text-align: center;"> What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? </p>	Goal, actions, and services will be maintained. <ul style="list-style-type: none"> MSA-5 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-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. MSA-5 will begin to offer 4-year academic plans and monitor for timely high school graduation. MSA-5 will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements. MSA-5 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:	\$ <u>342,045.00</u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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. <p>Anticipated expenditures: \$340,000.00</p> <ul style="list-style-type: none"> ▪ 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	%
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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, 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	Impact on LCAP
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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
<p>Annual Update:</p> <p>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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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:	Incorporate writing in all subject areas as evidence by Cluster Reports.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> Priority 1: <ul style="list-style-type: none"> ▪ To ensure teachers are appropriately assigned and fully credentialed ▪ To ensure every pupil has sufficient access to standards-aligned instructional materials Priority 2: <ul style="list-style-type: none"> ▪ To implement Common Core State Standards Priority 4: <ul style="list-style-type: none"> ▪ 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 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 are on track to be college/career ready Priority 8: <ul style="list-style-type: none"> ▪ To increase student proficiency in all courses
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Priority 1: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ Charter School will provide 100% implementation of CCSS for all students. Priority 4: <ul style="list-style-type: none"> ▪ 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. ▪ 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 no less than 50%. ▪ The percentage of EL students who are reclassified will be no less than 20%. Priority 8: <ul style="list-style-type: none"> ▪ 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Priority 1: <ul style="list-style-type: none"> ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. 	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$12,000.00 5863-BTSA expenses, EL authorization fees (LCFF)

<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$49,200.00</p> <p>4100-4200-4300-4400 (Books and Supplies, Materials, etc.) (LCFF)</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$11,000.00</p> <p>5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits (LCFF)</p>

<p>Priority 2:</p> <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3,000.00</p> <p>MAP testing fees (LCFF Supplemental)</p>
<p>Priority 2:</p> <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000.00</p> <p>5863 Professional Development on CCSS (LCFF)</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000.00</p> <p>5863 Professional Development on EL strategies (LCFF Supplemental)</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000.00</p> <p>Power English and Power Math teacher salaries (Title I funds)</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000.00</p> <p>After school and Saturday ELA and math tutoring (Title I funds)</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$75,000.00</p> <p>Assistant principal salary & benefits (LCFF)</p>
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer courses that meet UC/CSU admission requirements. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. 	<p>English Learners Redesignated fluent English proficient</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000.00 ELD core materials (LCFF) \$1,000.00 ELD supplemental materials (LCFF) \$1,000.00 Focused PD on ELD standards (LCFF Supplemental)</p>
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. 	<p>All</p>	<p><input type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

GOAL #2:	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 _____
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Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

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 50% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. ▪ 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.
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Actions/Services	Scope of Service	Pupils to be served within identified 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 pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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.	All	✓ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$75,000.00 Assistant principal salary & benefits (LCFF)
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	✓ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$50,000.00 Computer/Technology teacher salaries & benefits (LCFF)</p> <p>\$1,000.00 Focused PD on Blended Learning (LCFF Supplemental)</p>

GOAL #3:	All students, families, 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 _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 3 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 20% 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%. ▪ 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 50%. ▪ 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%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Priority 3: ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	All	✓ ALL <hr/> OR: __Low Income pupils __English Learners	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	English Learners	<input type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000.00 5800-SIS fees (Cool SIS) (LCFF)
Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000.00 Home-visit stipends (Title I funds)

<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$125,000.00</p> <p>Assistant principal salary & benefits</p> <p>Life Skills teacher salary & benefits (LCFF)</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$45,000.00</p> <p>Attendance clerk salary & benefits (LCFF)</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$75,000.00</p> <p>Assistant principal salary & benefits (LCFF)</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3,000.00</p> <p>Teacher PD on positive relationships and positive school climate (LCFF)</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$3,000.00</p> <p>Survey expenses Panorama Education (LCFF)</p>
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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.

<p>Original GOAL from prior year LCAP:</p>	<p>All students will pursue academic excellence and be college/career ready.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 2:</p> <ul style="list-style-type: none"> Charter School will provide 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> 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. 	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 2:</p> <ul style="list-style-type: none"> Charter School provides 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> 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.) <table border="1" data-bbox="1333 914 1932 1092"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">ELA/Literacy</th> <th colspan="2">Math</th> </tr> <tr> <th>2015</th> <th>2016 (Expected)</th> <th>2015</th> <th>2016 (Expected)</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>41%</td> <td>50%</td> <td>27%</td> <td>40%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>36%</td> <td>45%</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>English Learners</td> <td>30%</td> <td>35%</td> <td>10%</td> <td>20%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>36%</td> <td>45%</td> <td>22%</td> <td>35%</td> </tr> <tr> <td>African American</td> <td>55%</td> <td>60%</td> <td>39%</td> <td>45%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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: <table border="1" data-bbox="1333 1230 1875 1408"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading/ELA</th> <th colspan="2">Math</th> </tr> <tr> <th>Fall 2015</th> <th>Spring 2016</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>47%</td> <td>50%</td> <td>22%</td> <td>25%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>40%</td> <td>42%</td> <td>20%</td> <td>21%</td> </tr> <tr> <td>English Learners</td> <td>5%</td> <td>10%</td> <td>5%</td> <td>10%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>33%</td> <td>35%</td> <td>19%</td> <td>22%</td> </tr> <tr> <td>African American</td> <td>53%</td> <td>55%</td> <td>31%</td> <td>33%</td> </tr> </tbody> </table>		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%		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%	Hispanic or Latino	33%	35%	19%	22%	African American	53%	55%	31%	33%
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Hispanic or Latino	33%	35%	19%	22%																																																																			
African American	53%	55%	31%	33%																																																																			

<p>Priority 8:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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: 60% 2015-16: 65% The percentage of EL students who are reclassified has increased by 32% from the prior year. 2014-15: 40% 2015-16: 72% <p>Priority 8:</p> <ul style="list-style-type: none"> 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.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	6,000.00 5800-BTSA expenses, EL authorization fees	<p>Priority 1:</p> <ul style="list-style-type: none"> All teacher credentials have been reviewed. Charter School has supported one of its teachers for their credentialing needs. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	3,000.00 5800-BTSA expenses, EL authorization fees
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School is compliant with its teacher assignments. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. <p>Scope of service:</p>		<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School has reviewed its current instructional materials and they are aligned to standards. <p>Scope of service:</p>	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 		Priority 1: <ul style="list-style-type: none"> Charter School keeps an inventory of instructional materials and corresponding purchase of materials. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 		Priority 1: <ul style="list-style-type: none"> Charter School has done annual and monthly facility inspections to screen for safety hazards. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	\$9,600.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: <ul style="list-style-type: none"> 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:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	\$3,000.00 MAP testing fees	Priority 2: <ul style="list-style-type: none"> Charter School implements curricula and assessments aligned to the CCSS. 	\$3,000.00 MAP testing fees
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	\$5,000.00 5800 Professional Development on CCSS	Priority 2: <ul style="list-style-type: none"> Teachers have participated in professional development on the implementation of CCSS. 	\$9,555.00 5800 Professional Development on CCSS
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	\$1,000.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	\$500.00 5800 Professional Development on EL strategies
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. 	\$20,000.00 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> During the day, Charter School provides additional supports and interventions to all students, including ELs. 	\$20,000.00 Power English and Power Math teacher salaries (Title I funds)
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 	\$9,300.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$67,000.00 Dean of Academics salary & benefits \$9,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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. 	\$67,000.00 Dean of Academics salary & benefits \$9,300.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 		Priority 4: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will offer courses that meet UC/CSU admission requirements. 		Priority 4: <ul style="list-style-type: none"> Charter School offers courses that meet UC/CSU admission requirements. 	
Scope of service:		Scope of service:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. 		Priority 4: <ul style="list-style-type: none"> Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school. 	N/A
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. 	\$5,000.00 ELD core materials \$1,000.00 ELD supplemental materials \$1,000.00 Focused PD on ELD standards	Priority 4: <ul style="list-style-type: none"> 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. 	\$7128.00 ELD core materials \$240.00 ELD supplemental materials \$500.00 Focused PD on ELD standards
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. 	N/A	Priority 4: <ul style="list-style-type: none"> Charter school has only middle school grades. 	N/A
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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. 	N/A	Priority 4: <ul style="list-style-type: none"> Charter school has only middle school grades. 	N/A

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p style="text-align: center;"> What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? </p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> ▪ 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:	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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 7:</p> <ul style="list-style-type: none"> 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. 		<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School has provided students with core courses and electives as outlined in its charter petition. 	N/A
<p>Scope of service:</p> <p>✓ ALL</p>		<p>Scope of service:</p> <p>✓ ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Charter School has designed its master schedule to meet the needs of all students. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> Charter School will offer an "Advanced Math" class or club to students in grades 6-8. 		Priority 1: <ul style="list-style-type: none"> Charter School offers "Advanced Math" class and club to students in grades 6-8. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> 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. 	\$1,000.00 STEAM Festival and Expo expenses	Priority 7: <ul style="list-style-type: none"> 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. 	\$692.15 STEAM Festival and Expo expenses
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 Subgroups:(Specify)_____

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 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 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.

<p>Original GOAL from prior year LCAP:</p>	<p>All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>		<p>Applicable Pupil Subgroups: All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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%. 		<p>Actual Annual Measurable Outcomes:</p> <p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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 far. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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.

			<ul style="list-style-type: none"> ▪ Parent participation rate in the school experience survey is 52% in 2015-16. ▪ Staff participation rate in the school experience survey is 90% in 2015-16. ▪ Approval rating on school experience surveys in 2015-16: Students: 74% Parents: 85% Staff: 100%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	
Scope of service:		Scope of service:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 		Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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.	\$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:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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.	N/A
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 		Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	\$3,000.00 Survey expenses	Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	\$3,000.00 Survey expenses
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p style="text-align: center;">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	Goal, actions, and services will be maintained. <ul style="list-style-type: none"> 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:	\$ <u>355,357.00</u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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. <p>Anticipated expenditures: \$300,000.00</p> <ul style="list-style-type: none"> ▪ 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 School 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	%
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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 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 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, 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	Impact on LCAP
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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.
<p>Annual Update:</p> <p>The Charter School held its periodical meetings in 2015-16 to gather input from its 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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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:	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).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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 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 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 are on motivated to have college/career degree ▪ Priority 8: ▪ To increase student proficiency in all courses
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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, and Science 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. ▪ Charter School will meet or exceed the annual API growth targets for all student subgroups. ▪ At least 90% of graduating 5th graders will have successfully completed courses that satisfy the Middle School Courses. ▪ 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 2 % 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Priority 1: ▪ Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000.00 5863

<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2000.00</p> <p>5617 Repairs and Maintenance (Other equipment).</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$120,000</p> <p>4100-4200-4300-4400 (Books and Supplies, Materials, etc.)</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$23,000.00</p> <p>5615 Repairs and Maintenance (Building).</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$50,000.00</p> <p>5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits</p>
<p>Priority 2:</p> <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,000.00</p> <p>MAP testing fees</p>

<p>Priority 2:</p> <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$26,100.00</p> <p>5863 Professional Development on CCSS</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7,000.00</p> <p>5863 Professional Development on EL strategies</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>170,000.00</p> <p>Math Intervention Teacher and 5 TAs salaries (Partially From Title I Funds)</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000.00</p> <p>After school and Saturday ELA and math tutoring (Title I funds)</p>
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$90,000.00</p> <p>Dean of Academics (Vice Principal's salary & benefits) and \$5,000 for Data Managers and \$5,000 for Testing Coordinators add on</p>
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. 	<p>English Learners</p> <p>Redesignated fluent English proficient</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>70,000.00 ELD Coordinator and Teacher Salary with benefits</p> <p>\$5,000.00 ELD supplemental materials</p> <p>\$5,000.00 Focused PD on ELD</p>

			standards
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GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

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 80 % of all students enrolled in the Charter School’s STEAM clubs. ▪ 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 Computer/Technology classes will demonstrate proficiency.
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Actions/Services	Scope of Service	Pupils to be served within identified 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	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$90,000.00 Vice Principal (Dean of Academics) salary & benefits
Priority 7: ▪ Charter School will offer an STEAM class.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$30,000.00 After School Hours Payments for Club Runners and supplies for the clubs

<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$40,000.00 Computer/Technology laborant salaries & benefits</p> <p>\$10,000.00 Focused PD on Blended Learning</p>
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<p>GOAL #3:</p>	<p>All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation <p>Priority 5:</p> <ul style="list-style-type: none"> To increase student attendance To avoid chronic absenteeism To avoid middle school dropout To avoid high school dropout To increase high school graduation rate <p>Priority 6:</p> <ul style="list-style-type: none"> To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness 		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> 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. 		

<ul style="list-style-type: none"> ▪ 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 students, parents, and staff will be at least 80%. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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	<p><u>✓ ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1000.00</p> <p>1000s ,2000s,5000s, Operational spending, and after hour salaries</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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	<p><u>✓ ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1000.00</p> <p>1000s ,2000s,5000s, Operational spending, and after hour salaries</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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	<p><u>ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1000.00</p> <p>1000s ,2000s,5000s, Operational spending, and after hour salaries</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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	<p><u>✓ ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000.00</p> <p>1000s ,2000s,5000s, Operational spending, and after hour salaries</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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	<p><u>✓ ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000.00</p> <p>5800-SIS fees</p>

<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5000.00 Communication Fee, Mail, Phone, Office supply. 5000s Operational Spending</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000.00 Home-visit stipends (Title I funds)</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000 School Culture Coordinator position additional payment and related expenses 1000s and 5000s</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$55,000.00 Attendance clerk salary & benefits</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>In Vice Principal salary \$ 90,000.00 Salaries and benefits</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,000.00 Teacher PD on Edge Coaching and CSUN Counseling Cervices</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>\$5000.00 Awards and motivating activities</p>

		___ Other Subgroups:(Specify) _____	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	All	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable	Priority 1: <ul style="list-style-type: none"> ▪ 100% of Charter School’s teachers will be appropriately assigned and fully credentialed as required by law and the charter. 	Actual Annual Measurable	Priority 1: <ul style="list-style-type: none"> ▪ 100% of Charter School’s teachers are appropriately assigned and fully credentialed as required by law and the charter.

Outcomes:

- 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.

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.

Outcomes:

- 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.)

SBAC Subgroups (ELA) – 2014-2015						
Grade Level	Hispanic/Latino	White	African American	Low SES	EL	SPED
3rd	48%	51%	33%	46%	0%	33%
4th	27%	63%	50%	34%	0%	17%
5th	50%	100%	N/A	52%	0%	17%

SBAC Subgroups (Math) – 2014-2015						
Grade Level	Hispanic/Latino	White	African American	Low SES	EL	SPED
3rd	57%	63%	0%	54%	23%	50%
4th	21%	64%	0%	28%	0%	0%
5th	35%	33%	N/A	32%	0%	17%

API data is not available at this time.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	\$20,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: <ul style="list-style-type: none"> All teacher credentials have been reviewed. Charter School has supported 2 of its teachers for their credentialing needs. 	\$15,000.00 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1: <input type="checkbox"/> Charter School will annually review master schedule/teacher assignments to ensure compliance.</p>		<p>Priority 1: <input type="checkbox"/> Charter School is compliant with its teacher assignments.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1: <input type="checkbox"/> Charter School will annually review alignment of instructional materials to standards.</p>		<p>Priority 1: <input type="checkbox"/> Charter School has reviewed its current instructional materials and they are aligned to standards.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1: <input type="checkbox"/> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.</p>		<p>Priority 1: <input type="checkbox"/> Charter School keeps an inventory of instructional materials and corresponding purchase of materials.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1: <input type="checkbox"/> Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</p>	<p>\$150,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)</p>	<p>Priority 1: <input type="checkbox"/> Charter School has used its budget to ensure sufficient access to instructional materials.</p>	<p>\$150,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1: <input type="checkbox"/> Charter School will do annual and monthly facility inspections to screen for safety hazards.</p>		<p>Priority 1: <input type="checkbox"/> Charter School has done annual and monthly facility inspections to screen for safety hazards.</p>	
<p>Scope of service: _____</p>		<p>Scope of service: _____</p>	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	\$65,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	\$6,000.00 MAP testing fees	Priority 2: <ul style="list-style-type: none"> Charter School implements curricula and assessments aligned to the CCSS. 	\$6,000.00 MAP testing fees
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	\$40,000.00 5800 Professional Development on CCSS	Priority 2: <ul style="list-style-type: none"> Teachers have participated in professional development on the implementation of CCSS. 	\$25,000.00 5800 Professional Development on CCSS
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. 	140,000.00 Math Intervention Teacher and TAs and SES Program teacher salaries (Title I funds and General funding)	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 		Priority 4: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p style="text-align: center;">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	Goal, actions, and services will be maintained. <ul style="list-style-type: none"> 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 various counseling services such as Edge Life coaching and Counseling from Mitchell Family Counseling Clinic 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__ ✓ 8__ ✓ COE only: 9__ 10__
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LCAP: _____ Local : Specify _____

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

Expected Annual Measurable Outcomes:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. <p>Priority 8:</p> <ul style="list-style-type: none"> 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 Computer/Technology classes will demonstrate proficiency. 	Actual Annual Measurable Outcomes:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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. 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 100% of all students enrolled in the Charter School has created or demonstrated a STEAM 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.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Scope of service: _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School has provided students with core courses and electives as outlined in its charter petition. <p>Scope of service: _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> 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. <p>Scope of service: _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>		<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School has designed its master schedule to meet the needs of all students. <p>Scope of service: _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	

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:			
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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:			
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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		
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
<table border="0" style="width: 100%;"> <tr> <td style="width: 35%; vertical-align: middle; text-align: center;"> <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> </td> <td style="vertical-align: top;"> <p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> ▪ 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 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. </td> </tr> </table>				<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> ▪ 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 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.
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> ▪ 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 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	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__
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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 high school dropout 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 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.
 - Staff participation rate in the school experience survey is 100% in 2015-16.
 - Approval rating on school experience surveys 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: <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 		Priority 3: <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 		Priority 3: <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 		Priority 3: <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 		Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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. 	25,000.00	Priority 3: <ul style="list-style-type: none"> Charter School provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	\$27,000.00
Scope of service:	5800-SIS fees and Printing Cost in 4000s	Scope of service:	5800-SIS fees and Printing Cost in 4000s

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 		Priority 3: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6: <input type="checkbox"/> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.</p>	<p>2 of part time TAs salaries 30,000.00</p>	<p>Priority 6: <input type="checkbox"/> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.</p>	<p>2 of part time TAs salaries 15,000.00</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6: <input type="checkbox"/> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>\$12,000.00 Teacher PD on Edge Coaching, Capturing the Hearts</p>	<p>Priority 6: <input type="checkbox"/> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>\$12,000.00 Teacher PD on Edge Coaching, Capturing the Hearts</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6: <input type="checkbox"/> Charter School staff will acknowledge and encourage positive student behavior and improvements.</p>		<p>Priority 6: <input type="checkbox"/> Charter School staff will acknowledge and encourage positive student behavior and improvements.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6: <input type="checkbox"/> Charter School will annually administer school experience surveys to students, parents, and staff.</p>	<p>\$3,000.00 Survey expenses</p>	<p>Priority 6: <input type="checkbox"/> Charter School will annually administer school experience surveys to students, parents, and staff.</p>	<p>\$3000.00 Survey expenses</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

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:	\$ <u>577,997.00</u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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. <p>Anticipated expenditures: \$476,000.00</p> <ul style="list-style-type: none"> ▪ Afterschool programs ▪ Summer learning programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils <p>Foster youth:</p> <p>Actions and services:</p>	

- 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 School 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	%
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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, 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	Impact on LCAP
<p>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.</p> <p>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.</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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
<p>Annual Update:</p> <p>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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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?

GOAL #1:	MSA Bell provides academic excellence to all students.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 ___ 4 <u>x</u> 5 ___ 6 ___ 7 <u>x</u> 8 <u>x</u> COE only: 9 ___ 10 ___ Local: Specify _____
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Identified Need :	<ul style="list-style-type: none"> • 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 system 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 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 internal, common-core aligned Measures of Academic Progress (MAP) assessment 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, Foster Youth, Social-Economic Disadvantages, Hispanic/Latino) 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 related state standardized tests) in core subjects and electives.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> MSA Bell administration will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,837,042</p> <p>1100 teacher salaries and 1300 administration salaries</p> <p>\$521,149.60</p> <p>3100, 3200, 3300, 3400, 3500, 3600 employee benefits</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> MSA Bell administration will annually review master schedule/teacher assignments to ensure compliance. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$446,986</p> <p>1300 administration salaries</p>
<p>Priority 2:</p> <ul style="list-style-type: none"> MSA Bell will annually review all CCSS aligned materials and purchase any necessary materials approved by the state. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$22,000</p> <p>4100 Approved Textbooks & Core Curricula Materials</p>
<p>Priority 2:</p> <ul style="list-style-type: none"> MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with the implementation of CCSS. (This will be in the form of workshops, seminars, etc.) 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$34,000</p> <p>5863 professional development</p>
<p>Priority 2:</p> <ul style="list-style-type: none"> MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$34,000</p> <p>5863 professional development</p>
<p>Priority 2:</p> <ul style="list-style-type: none"> MSA Bell will research and conduct professional development (at least 3) for all staff 	EL	<p><input type="checkbox"/> <u>ALL</u></p>	<p>\$34,000</p> <p>5863 professional</p>

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

			\$62,852 Title 1, ELD Coordinator (Hilary Estes)
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GOAL #2:

MSA Bell promotes innovation amongst all students.

Related State and/or Local Priorities:
 1__ 2__ 3__ 4_x 5_x 6_x 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need:

- **Priority 4:** Implement a blended learning program in order to help all students build 21st century skills to be college- and career-ready
- **Priority 5:** Prepare all students, including subgroups to be adaptable, responsible critical thinkers who contribute to the global community.
- **Priority 6:** Create a positive school climate that adapts to the needs of the community.

Goal Applies to:

Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- **Priority 4:** MSA Bell will implement blended learning through the training from Summit Basecamp in a 100% of the core classes.
- MSA Bell will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- 100% of students will have sufficient access to all academic and educational programs provided by MSA Bell.
- **Priority 5:** At least 80% of all students enrolled in MSA Bell will create or demonstrate a STEAM focused, community based project, experiment, model or demo.
- At least 25% of the student population at MSA Bell will participate in an internship or site field trip to gain hands on experience in a respective field in STEAM.
- At least 5% of student population at MSA Bell will participate in a service-learning project based on community needs.
- **Priority 6:** MSA Bell School Satisfaction Survey: at least 80% of student population will rate the overall school experience positively; at least 85% of staff will rate the overall all school experience positively; at least 90% of parents will rate the overall school experience positively.
- MSA Bell will maintain Restorative Justice Practices and provide access to through partnerships to mental health services to ensure a suspension rate of no more than 3% and an expulsion rate of no more than 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 4:</p> <ul style="list-style-type: none"> • MSA Bell staff will receive training and support for blended learning through Summit Basecamp. Training will be conducted in July. 	All	<p><u>✓</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$10,000 5220 Travel & Lodging</p>
<p>Priority 4:</p> <ul style="list-style-type: none"> • MSA Bell will offer all core subjects, with an emphasis in STEAM education, as prescribed in the charter. 	All	<p><u>✓</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$1,837,042 1100 teacher salaries and 1300 administration salaries</p> <p>\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits</p> <p>\$34,000 5863 professional development</p>
<p>Priority 4:</p> <ul style="list-style-type: none"> • MSA Bell will support different needs in the area of math enrichment, English language development, advance class placement and other needs through the PLP provided by Summit Basecamp. 	All	<p><u>✓</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p>	<p>\$1,837,042 1100 teacher salaries and 1300 administration salaries</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development
Priority 4: <ul style="list-style-type: none"> MSA Bell will utilize surveys for all stakeholders to identify areas of interest for elective courses. 	All	<input checked="" type="checkbox"/> ALL	\$1,023,435 5101 CMO Fee (survey)
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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	<input checked="" type="checkbox"/> ALL	\$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
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> 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	<input checked="" type="checkbox"/> ALL	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$35,000 4325 Instructional Materials & Supplies \$15,000 4326 Art & Music Supplies
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5:	All	<input checked="" type="checkbox"/> ALL	\$30,000 5830 field trips expenses

<ul style="list-style-type: none"> 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 pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<p>Priority 5:</p> <ul style="list-style-type: none"> 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	✓_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$20,000 5813 School Program
<p>Priority 6:</p> <ul style="list-style-type: none"> 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	✓_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated 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 \$51,000 5822 other professional services
<p>Priority 6:</p> <ul style="list-style-type: none"> 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	✓_ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated 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 \$34,000 5863 professional development \$71,000 5863 professional development (tuition reimbursement) \$51,000 5822 other professional services
<p>Priority 6:</p> <ul style="list-style-type: none"> MSA Bell will seek to maintain a 90% rate for parent overall experience on yearly 	All	✓_ALL	\$1,023,435 5101 CMO Fee (survey)

<p>conducted surveys. This will be accomplished by providing resources and opportunities for parent input, such as workshops, parent college, parent conferences, etc.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$51,000 5822 other professional services</p>
<p>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.)</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$34,000 5863 professional development \$51,000 5822 other professional services</p>

GOAL #3:	MSA Bell builds connections amongst all stakeholders in the community.	Related State and/or Local Priorities: 1 <u>x</u> 2__ 3 <u>x</u> 4__ 5 <u>x</u> 6 <u>x</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	<p>Priority 1:</p> <ul style="list-style-type: none"> Maintain a safe school environment with facilities that are in good repair. <p>Priority 3:</p> <ul style="list-style-type: none"> 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 <p>Priority 5:</p> <ul style="list-style-type: none"> 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 <p>Priority 6:</p> <ul style="list-style-type: none"> To increase the sense of safety and school connectedness
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Goal Applies to:	Schools: <input type="checkbox"/> All
	Applicable Pupil Subgroups: <input type="checkbox"/> All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 3:</p> <ul style="list-style-type: none"> 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 SSC meetings per year. MSA Bell will hold at least 4 English Learner Advisory Committee (ELAC) meetings per year. MSA Bell will hold at least 6 Parent Task Force (PTF) meetings per year. MSA Bell will hold at least 5 parent activities/events per year. Teachers will update SIS records daily/weekly. MSA Bell will send at least 4 progress reports/cards to parents per year. <p>Priority 5:</p> <ul style="list-style-type: none"> 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 a middle school dropout rate of no more than 1%. MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. <p>Priority 6:</p> <ul style="list-style-type: none"> 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Priority 1: MSA Bell in partnership with LAUSD facility management will ensure that the school is 	All	<input checked="" type="checkbox"/> ALL	\$392,491 2400 and 2900 Classified

<p>cleaned daily and facility is maintained in good standings at least 90% of the time.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Employees \$651,437 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$228,961 5610 rent to LAUSD (pays services such as repairs and janitorial services)</p>
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,000 Home Visit (Title 1)</p>
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$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)</p>
<p>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</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 4720 Other Food</p>
<p>Priority 3: • MSA Bell will provide parents with access to course material, homework assignments,</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$38,000 5887 Technology</p>

<p>projects, and records of students' grades through SIS, an online web portal. Teachers will ensure grades are updated on a regular basis.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Services (CoolSIS & Illuminate)</p>
<p>Priority 5: <ul style="list-style-type: none"> 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 more than 1%. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$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</p>
<p>Priority 5: <ul style="list-style-type: none"> 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%. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$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</p>
<p>Priority 5: <ul style="list-style-type: none"> MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. The elected body will meet with administration and other students to continually provide feedback to best meet the needs of all students. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits</p>
<p>Priority 6: <ul style="list-style-type: none"> MSA Bell will research and conduct professional development (at least 3) for all staff </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$34,000 5863 professional</p>

<p>corresponding with SEL to ensure a safe and connectedness school culture.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>development \$51,000 5822 other professional services</p>
<p>Priority 5: ▪ MSA Bell in partnership with the other schools on campus will conduct regular safety drills to ensure their safety. Drills and results will be recorded and data collected to analysis any areas of improvement.</p>	<p>All</p>	<p><u>✓ ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$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</p>

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:	For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: <input type="checkbox"/> All <input checked="" type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> All <input checked="" type="checkbox"/>		
Expected Annual Measurable Outcomes:	Priority 1 <ul style="list-style-type: none"> • 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 	Actual Annual Measurable Outcomes:	Priority 1 <ul style="list-style-type: none"> • 100% of teachers were appropriately assigned and fully credentialed.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> • 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 	\$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	Priority 1: <ul style="list-style-type: none"> • 100% of Charter School's teachers will be appropriately assigned and fully credentialed 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. 	\$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
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other 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) <ul style="list-style-type: none"> • MSA Bell will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs and teachers furthering their education. 	

Original GOAL from prior year LCAP:	For each year of the charter, every student will have sufficient access to standards-aligned instructional materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: <input type="checkbox"/> All <input checked="" type="checkbox"/>	Applicable Pupil Subgroups: <input type="checkbox"/> All <input checked="" type="checkbox"/>	
Expected Annual Measurable Outcomes:	Priority 1 <ul style="list-style-type: none"> • 100% of students will have sufficient access to standards-aligned instructional materials. 	Priority 1 <ul style="list-style-type: none"> • Instructional materials aligned to the CCSS were purchased for the state approved subjects of ELA and Math and offered to all students (100%). 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> • Charter School will annually review alignment of instructional materials to standards. • Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials • Charter School will annually review budget and plan to ensure adequate budget for instructional materials 	\$185,620.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: <ul style="list-style-type: none"> • 100% of Charter School’s teachers will be appropriately assigned and fully credentialed 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 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other 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) <ul style="list-style-type: none"> • MSA Bell 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. 	

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 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>
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LCAP:				Local : Specify _____
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 1		Actual Annual Measurable Outcomes:	Priority 1
	<ul style="list-style-type: none"> At least 90% of the items on facility inspection checklists will be in compliance/good standing. 		<ul style="list-style-type: none"> Through regular inspection and collaboration with LAUSD facility maintenance, at least 90% of the facility is in good working condition. 	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> Annual and monthly facility inspections will screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness. 	\$141,120 5500 Janitorial Services, 5600 Maintenance, Custodian salary, benefits	Priority 1: <ul style="list-style-type: none"> The facility is cleaned on a regular basis and facility maintenance is conducted regularly through the efforts of LAUSD facility maintenance personnel. At least 90% of the facility is in working condition. 	\$224,000 5500 Janitorial Services, 5600 Maintenance, Custodian salary, benefits
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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) <ul style="list-style-type: none"> MSA Bell 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. Utility expenses increased due to a water meter that was not previously accounted for.
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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 Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Priority 2 <ul style="list-style-type: none"> Charter School will provide 100% implementation of CCSS for all students. 	Priority 1 <ul style="list-style-type: none"> MSA Bell implemented and maintained all instructional practice of CCSS in all content for all students.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. Teachers will participate in professional development on the implementation of CCSS. 	\$68,000 5863 Professional Development	Priority 2: <ul style="list-style-type: none"> MSA Bell purchased curriculum that is CCSS aligned in the state approved areas of ELA and Math. MSA Bell conducted various trainings through out the year regarding the incorporation of CCSS and ELD standards across the curriculum. 	\$68,000 5863 Professional Development
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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) <ul style="list-style-type: none"> MSA Bell 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 Bell will develop a writing program that aligns horizontally and vertically across all curriculums.
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Original GOAL from prior year LCAP:	EL students will gain academic content knowledge through the implementation of CCSS.	Related State and/or Local Priorities: 1__ 2__x__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL
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Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Priority 2 <ul style="list-style-type: none"> 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. 	Priority 2 <ul style="list-style-type: none"> 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
<p>Priority 2:</p> <ul style="list-style-type: none"> 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. 	<p>\$1,4716,884 1100 teacher salaries and 1300 administration salaries</p> <p>\$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits</p> <p>\$68,000 5863 Professional Development</p> <p>\$62,852.00 Title 1, ELD Coordinator (Hilary Estes)</p>	<p>Priority 2:</p> <ul style="list-style-type: none"> 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. 	<p>\$1,478,333 1100 teacher salaries and 1300 administration salaries</p> <p>\$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits</p> <p>\$68,000 5863 Professional Development</p> <p>\$62,852.00 Title 1, ELD Coordinator (Hilary Estes)</p>
Scope of service: _____		Scope of service: _____	
<p>__ALL</p> <p>OR:</p> <p>__Low Income pupils __x_English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p>		<p>__ALL</p> <p>OR:</p> <p>__Low Income pupils __x_English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained, as a sub-goal. (#1)</p> <ul style="list-style-type: none"> MSA Bell will continue to utilize the Language & Literacy Coach to provide support for teachers in this area. MSA Bell will develop a signature instructional practice that can be evident across the content. MSA Bell will start analyzing the data to see whether it has meet the goal as prescribed. 		

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

Expected Annual Measurable Outcomes: Priority 2 and 4 <ul style="list-style-type: none"> The percentage of EL students attaining English language proficiency as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. 	Actual Annual Measurable Outcomes: Priority 2 and 4 <ul style="list-style-type: none"> MSA Bell exceeded the reclassification goal. It is currently at 39%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 2: <ul style="list-style-type: none"> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress on CELDT/ELPAC/MAP in program implementation. 	\$150,000.00 4100 Approved Textbooks & Core Curricula Materials \$5,278 4320 Educational Software \$30,000 4325 Instructional Materials & Supplies	Priority 2: <ul style="list-style-type: none"> MSA Bell was able to identify the level of each EL. Based on the informational, instruction materials was aligned to best support the student. 39% of the EL students reclassified. 	\$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 pupils ___ x English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		___ ALL OR: ___ Low Income pupils ___ x English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other 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) <ul style="list-style-type: none"> MSA Bell will continue to maintain its ELD program. MSA Bell will collaborate with Summit Basecamp, this will allow personalized learning time for all students in the area of need.
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Original GOAL from prior year LCAP:	Charter School will provide opportunities for parent input in school site decisions.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Priority 3 <ul style="list-style-type: none"> A minimum of 2 parents will serve on the School Site Council (SSC). Charter School will hold a minimum of 2 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 4 English Lerner Advisory Committee (ELAC) meetings per year. 	Actual Annual Measurable Outcomes:	Priority 3 <ul style="list-style-type: none"> 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.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____		Scope of service: _____	
<u> x </u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		<u> x </u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other 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) <ul style="list-style-type: none"> MSA Bell will continue to maintain its regular meetings with all groups. MSA Bell will seek out professional development for families in order to conduct meetings effectively. MSA Bell will seek input from parents through regular school site visits and walk through.
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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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual	Priority 3	Actual Annual	Priority 3
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Measurable Outcomes:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> MSA Bell has exceeded the number of parent activities through various meetings, workshops, award ceremonies and conferences. MSA Bell teachers update CoolSIS on a regular basis, this is monitored by the administration team. MSA Bell has met the expectation of providing progress reports for parents regarding their child's grades. MSA Bell is still in the process of completing home visits for at least 27% of our student population.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> 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. 	\$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: <ul style="list-style-type: none"> 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. 	\$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)
Scope of service: :		Scope of service: :	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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) <ul style="list-style-type: none"> 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.
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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: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 4</p> <ul style="list-style-type: none"> 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 Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 	Actual Annual Measurable Outcomes:	<p>Priority 4</p> <ul style="list-style-type: none"> MSA Bell is currently in the process of the SBAC testing, results will be available during the summer. MSA Bell students recently finished the Spring 2016 MAP testing, the data is currently be broken down to accurate measure this goal.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 4:</p> <ul style="list-style-type: none"> 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. 	<p>\$1,4716,884 1100 teacher salaries and 1300 administration salaries</p> <p>\$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits</p>	<p>Priority 4:</p> <ul style="list-style-type: none"> MSA Bell has been conducting processes to ensure students demonstrate growth in the MAP and SBAC testing. Testing is still being evaluated and no present measure is available at this moment. 	<p>\$1,478,333 1100 teacher salaries and 1300 administration salaries</p> <p>\$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits</p>
Scope of service:		Scope of service:	
<u> </u> x ALL		<u> </u> x ALL	
OR:		OR:	
<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		<u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained, as a sub-goal. (#1)</p> <ul style="list-style-type: none"> MSA Bell will continue maintain its process of collecting data and using the information to help guide instruction to best meet the needs of all students. MSA Bell is will be collaborating with Summit Basecamp to implement blended learning. This will provide PLP that supports students on an individual level based on their needs. MPS is currently in the process of evaluating data collection programs such as Illuminate. This will help assist teachers in analysis data to inform instruction.
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Original GOAL from prior year LCAP:	Charter School will meet or exceed the annual API growth targets for all student subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>		
Expected Annual Measurable Outcomes:	Priority 4 <ul style="list-style-type: none"> • 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 Measurable Outcomes:	Priority 4 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Charter School will synthesize API and AYP information into reports and regularly review progress towards targets. 	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 4: <ul style="list-style-type: none"> • The state currently has not provided a tool for measuring API. • MSA Bell is currently meeting its goals for AYP. 	\$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	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other 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) <ul style="list-style-type: none"> • MSA Bell is waiting from 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 year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL
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Expected Annual Measurable Outcomes:	Priority 4 <ul style="list-style-type: none"> 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 Measurable Outcomes:	Priority 4 <ul style="list-style-type: none"> The state currently has not provided a tool for measuring API.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other 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) <ul style="list-style-type: none"> 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.
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Original GOAL from prior year LCAP:	EL students will be reclassified as fluent English proficient (RFEP) annually.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All 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.	Actual Annual Measurable Outcomes: Priority 4 <ul style="list-style-type: none"> • MSA Bell currently has RFEP 39% of EL students. We have surpassed the goal established. 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 4: <ul style="list-style-type: none"> • Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor 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: <ul style="list-style-type: none"> • MSA Bell, through the support of the ELD coordinator and teaching staff, has RFEP 39% of the EL population. 	\$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: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
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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) <ul style="list-style-type: none"> ▪ MSA Bell will maintain it's program and continual investigate innovative methods to best prepare students for language acquisition.
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Original GOAL from prior year LCAP:	Students will be on track to be college/career ready.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: <input type="checkbox"/> All	Applicable Pupil Subgroups: <input type="checkbox"/> All
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Expected Annual Measurable Outcomes: Priority 4 <ul style="list-style-type: none"> ▪ At least 50% of students in grade 8 will participate in the ACT Aspire assessment. 	Actual Annual Measurable Outcomes: Priority 4 <ul style="list-style-type: none"> • MSA Bell continually is researching an opportunity to allow 7th and 8th grade students take the ACT to assess college readiness. • MSA Bell will communicate with MAP. MAP is able to evaluate readiness for the Sat and ACT.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 4: <ul style="list-style-type: none"> • 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. 	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 4: <ul style="list-style-type: none"> ▪ MSA Bell has not been able to implement this exam. 	\$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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
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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) <ul style="list-style-type: none"> ▪ MSA Bell will continue to research the possibility of allowing 7th and 8th grade students complete the ACT exam on campus. ▪ MSA Bell will research and acquire further training on MAP testing, as it is able to evaluate readiness for the SAT and ACT. ▪ MSA Bell is currently producing an Advance Math Pathway program (AMP) to ensure students are ready for college preparatory work.
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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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes: Priority 5 <ul style="list-style-type: none"> ▪ Charter School will maintain an ADA rate of at least 96%. 	Actual Annual Measurable Outcomes: Priority 5 <ul style="list-style-type: none"> • MSA Bell is currently at an ADA rate of at least 98%.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 5: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ MSA Bell provides a safe environment conducive for learning. This was noticeable through the WASC and CSD visit. 	\$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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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) <ul style="list-style-type: none"> ▪ 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/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		
Expected Annual Measurable Outcomes:	Priority 5 <ul style="list-style-type: none"> ▪ Charter School will maintain a chronic absenteeism rate of no more than 3%. 	Actual Annual Measurable Outcomes:	Priority 5 <ul style="list-style-type: none"> • MSA Bell is currently fulfilling this expectation.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 5: <ul style="list-style-type: none"> • 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	Priority 5: <ul style="list-style-type: none"> ▪ MSA Bell provides a safe environment conducive for learning. This was noticeable through the WASC and CSD visit. ▪ MSA Bell requires all teachers and parents to meet in order to discuss the expectations according to the MPS Handbook. 	\$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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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) <ul style="list-style-type: none"> ▪ 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 middle school dropout rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Priority 5 <ul style="list-style-type: none"> ▪ Charter School will maintain a middle school dropout rate of no more than 1%. 	Actual Annual Measurable Outcomes:	Priority 5 <ul style="list-style-type: none"> ▪ MSA Bell is currently fulfilling this expectation.
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 5: <ul style="list-style-type: none"> • 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. 	\$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 5: <ul style="list-style-type: none"> ▪ MSA Bell provides a safe environment conducive for learning. This was noticeable through the WASC and CSD visit. ▪ MSA Bell requires all teachers and parents to meet in order to discuss the expectations according to the MPS Handbook. 	\$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:	
x ALL		x ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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) <ul style="list-style-type: none"> ▪ 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 student suspension 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: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All	
Expected Annual Measurable Outcomes:	Priority 6 <ul style="list-style-type: none"> ▪ Charter School will maintain a student suspension rate of no more than 5%. 	Actual Annual Measurable Outcomes:
		Priority 6 <ul style="list-style-type: none"> • MSA Bell is currently fulfilling this expectation.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 6: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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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) <ul style="list-style-type: none"> ▪ 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.
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Original GOAL from prior year LCAP:	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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes: Priority 6 <ul style="list-style-type: none"> ▪ Charter School will maintain a student expulsion rate of no more than 1%. 	Actual Annual Measurable Outcomes: Priority 6 <ul style="list-style-type: none"> • MSA Bell is currently fulfilling this expectation.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 6: <ul style="list-style-type: none"> • Charter School will annually assess its expulsion policies and procedures and document and implement alternatives to expulsion. • 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: <ul style="list-style-type: none"> ▪ 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:	
x_ALL		x_ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
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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) <ul style="list-style-type: none"> ▪ 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.
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Original GOAL from prior year LCAP:	Students, parents, and teachers will feel a sense of community and connectedness.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	_____
	Applicable Pupil Subgroups: All	_____

Expected Annual Measurable Outcomes: Priority 6 <ul style="list-style-type: none"> ▪ Student participation rate in the school satisfaction survey will be at least 80%. ▪ Parent participation rate in the school satisfaction survey will be at least 50%. ▪ Teacher participation rate in the school satisfaction survey will be at least 90%. ▪ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%. 	Actual Annual Measurable Outcomes: Priority 6 <ul style="list-style-type: none"> • MSA Bell had a participation rate of at least 90% for all stakeholders. • Student satisfaction rating 68% • Teacher satisfaction rating 82% • Parent satisfaction rating 92%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 6: <ul style="list-style-type: none"> • Charter School will annually administer school satisfaction surveys to students, parents, and teachers. • A variety of fun and engaging community events will further enhance families' sense of belonging and community. 	\$873,103 5101 CMO fees (school survey)	Priority 6: <ul style="list-style-type: none"> ▪ MSA Bell was able to gather a participation rate of at least 90% of all stakeholders. ▪ MSA Bell provides various opportunities for parent engagement, such as fundraisers, PFT, etc. 	\$873,103 5101 CMO fees (school survey)
Scope of service: _____		Scope of service: _____	
_x_ALL		_x_ALL	

OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____
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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) <ul style="list-style-type: none"> ▪ MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. Restorative practices and meditation. ▪ MSA Bell will look at the Positive and Negative CoolSIS system and evaluate the effectiveness of it.
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Original GOAL from prior year LCAP:	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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Priority 7 <ul style="list-style-type: none"> ▪ 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. 	Actual Annual Measurable Outcomes:	Priority 7 <ul style="list-style-type: none"> • MSA Bell provides access to school programs to all students.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 7: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ All students at MSA Bell have access to core subjects and electives as outlined by the charter. ▪ The basic schedule allows for ELD pullout services. SPED students receive support through co-teaching with SPED teacher or paraprofessional support, etc. 	\$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:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
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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) <ul style="list-style-type: none"> ▪ MSA Bell will provide an academic program that is representative of STEAM. ▪ MSA Bell will continue training with co-teaching and working with students that have learning disabilities. ▪ MSA Bell will continue to seek development in ELD standards in order to meet the needs of our EL students. ▪ MSA Bell administration is currently modifying the schedule to allow more accessible to a variety of elective courses based on student interest.
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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__ <u>x</u> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes: Priority 8 <ul style="list-style-type: none"> ▪ 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: Priority 8 <ul style="list-style-type: none"> • MSA Bell is currently waiting for the school year to complete in order to calculate an accurate figure. Currently, 84% of all courses are receiving a grade of "C" or better. • MSA Bell had at least 80% of students participate in some form of STEM related activity such as computer coding, sound engineering, science fair projects, participation in STEAM EXPO, participation in LACOE Math Field Day, etc.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 8: <ul style="list-style-type: none"> • 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	Priority 8: <ul style="list-style-type: none"> ▪ Dean of academic with support of staff regularly reviews student grades and academic progress through MAP. Regular student and parent dialogue is conducted in order to ensure the necessary supports are provided. ▪ MSA Bell is currently offering after-school academic enrichment and clubs in order to support and advance learning. Summer school will be offered this year to support academic advancement 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

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained, as a sub-goal. (#1)</p> <ul style="list-style-type: none"> ▪ MSA Bell will maintain the current academic review process. In collaboration with Summit Basecamp, students will have PLP period for 4 hours a week in order to support academic advance and support academic discrepancies. ▪ MSA Bell will continue to seek development in ELD standards and SEL in order to meet the needs of all our students. ▪ MSA Bell 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:	\$ <u>1,104,292</u>
<p>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.</p> <p>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:</p> <p>Low income pupils: 33.08%</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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	%
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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-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, 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?

<p>Involvement Process</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Impact on LCAP</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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
<p>Annual Update:</p> <p>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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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 Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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 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 ELs who make progress toward English language proficiency ▪ To increase the percentage of ELs who are reclassified as FEP ▪ Priority 8: ▪ To increase student proficiency in all courses
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year : 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 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-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 and electives.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Priority 1: ▪ MSA-San Diego administration will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$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	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
Priority 1: MSA-San Diego will annually review alignment of instructional materials to standards.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
Priority 1: MSA-San Diego will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
Priority 1: MSA-San Diego will annually review budget and plan to ensure adequate budget for instructional materials.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
Priority 1: MSA-San Diego will do annual and monthly facility inspections to screen for safety hazards.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____
		4100 Approved Textbooks & Core Curricula Materials \$10,000 5615- Repairs and Maintenance - Building \$35,000 4315 Custodial Supplies \$9,000 2900- Custodians

			Salary & Benefits \$40,000
<p>Priority 2:</p> <ul style="list-style-type: none"> MSA-San Diego will ensure curricula and assessments are aligned to the CCSS. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$3,000 MAP testing fees
<p>Priority 2:</p> <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	5863 Professional Development \$17,100
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> MSA-San Diego will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$5,000 5200 Professional Development on EL strategies
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> During the day, MSA-San Diego will provide additional supports and interventions to all students, including ELs. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$26,000 Power English and Power Math teacher salaries
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> MSA-San Diego will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$8,000 After school and Saturday ELA and math tutoring
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> 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	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$100,000 Dean of Academics salary & benefits \$21,000 Title I/Intervention teacher salary & benefits (Title I funds)
<p>Priority 4:</p> <ul style="list-style-type: none"> MSA-San Diego will synthesize API and other state and federal accountability 	All	<p><input checked="" type="checkbox"/> <u>ALL</u></p>	

<p>information into reports and regularly review progress towards targets.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>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.</p>	<p>English Learners Redesignated fluent English proficient</p>	<p><u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000 ELD core materials \$500 Focused PD on ELD standards</p>

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year : 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.
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Actions/Services	Scope of Service	Pupils to be served within identified 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: ▪ MSA-San Diego 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.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 Dean of Academics salary & benefits
Priority 7: ▪ MSA-San Diego will offer an “Advanced Math” class or club to students in grades 6-8.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7:	All	<input checked="" type="checkbox"/> ALL	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. MSA-San Diego will also provide information and access to quality out-of-school STEAM activities and achievements.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify) _____

San Diego Festival of
Science and Engineering

MPS STEAM Expo

MSA-San Diego Science
Derby
5814 School Programs
- Academic
Competitions
\$5,000

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> ▪ Priority 3: ▪ To increase parental involvement and seek parent input for making decisions for MSA-San Diego ▪ 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 connectedness
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year : 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Priority 3: ▪ MSA-San Diego will hold a minimum of 4 SSC meetings per year. ▪ MSA-San Diego will hold a minimum of 4 Parent Task Force (PTF) meetings per year. ▪ MSA-San Diego will hold a minimum of 5 parent activities/events per year. ▪ Teachers will update SIS records daily/weekly. ▪ MSA-San Diego will send a minimum of 4 progress reports/cards to parents per year. ▪ At least 10% of MSA-San Diego's students will be home-visited by the teachers. ▪ Priority 5: ▪ MSA-San Diego will maintain an ADA rate of at least 95%. ▪ MSA-San Diego will maintain a chronic absenteeism rate of no more than 1%. ▪ MSA-San Diego will maintain a middle school dropout rate of no more than 1%. ▪ Priority 6: ▪ MSA-San Diego will maintain a student suspension rate of no more than 5%. ▪ MSA-San Diego 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%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> ▪ Priority 3: ▪ MSA-San Diego will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-San Diego will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	<p>English Learners</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-San Diego will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$26,800</p> <p>5887 Technology Services , School Information System</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-San Diego will communicate with the parents of academically low-achieving students. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> MSA-San Diego teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,200</p> <p>Home-visit stipends</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> 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. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$90,000</p> <p>Dean of Culture salary & benefits</p>
<p>Priority 5:</p> <ul style="list-style-type: none"> MSA-San Diego will inform parents and students of attendance policies specified in the 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p>	<p>\$35,000</p> <p>Attendance clerk salary</p>

<p>Student/Parent Handbook and encourage and support student attendance.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>& benefits</p>
<p>Priority 5: ▪ MSA-San Diego will offer credit recovery classes and provide support to ensure timely high school graduation.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1000 Fuel Ed credit recovery course fees</p>
<p>Priority 6: ▪ MSA-San Diego will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$90,000.00 Dean of Students salary & benefits</p>
<p>Priority 6: ▪ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000 Teacher PD on new observation online PD software</p>
<p>Priority 6: ▪ MSA-San Diego staff will acknowledge and encourage positive student behavior and improvements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 6: ▪ MSA-San Diego will annually administer school experience surveys to students, parents, and staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3,000 Survey expenses</p>

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:	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	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	100% of Charter School's core class teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Actual Annual Measurable Outcomes:	100% of Charter School's core class teachers will be appropriately assigned and fully credentialed as required by law and the charter.
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LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.		13,000.00 5800-BTSA expenses, EL authorization fees	All teacher credentials have been reviewed. Charter School has supported 4 of its teachers for their credentialing needs.		\$13,000
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
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:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other 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. Expenditure amount will be adjusted based on how many teachers will have credentialing needs.
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Original GOAL from prior year LCAP:	For each year of the charter, every student will have sufficient access to standards-aligned instructional materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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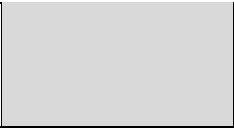
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	100% of students will have sufficient access to standards-aligned instructional materials.	Actual Annual Measurable Outcomes:	100% of students have sufficient access to standards-aligned instructional materials.
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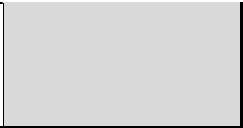
LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will annually review alignment of instructional materials to standards.	\$35,500 (Books and supplies, materials, etc)	Charter School has reviewed its current instructional materials and they are aligned to standards.	\$145,000
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Charter School keeps an inventory of instructional materials.	
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		Charter School has used its budget to ensure sufficient access to instructional materials.	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____



OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
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 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. Due to home office paying plan change school paid all text book payment in one year. Expenditure amount will be adjusted based on the number of instructional materials needed for next year.

Original GOAL from prior year LCAP:	For each year of the charter, the school facilities will be maintained in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	At least 90% of the items on facility inspection checklists will be in compliance/good standing.	Actual Annual Measurable Outcomes:	At least 90% of the items on facility inspection checklists are in compliance/good standing.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Daily general cleaning by custodial staff will maintain campus cleanliness.	\$88,000 (Janitorial, Maintenance, custodian salary & benefits)	Charter School has maintained its campus cleanliness through daily general cleaning.	\$55,000
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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. The part time custodian was not hired. Expenditure amount will be adjusted based on repair and cleaning needs. School will get outside custodial services for 4 hours every day in addition to the full time custodian.
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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 Local Priorities: 1__ 2_✓_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Charter School will provide 100% implementation of CCSS for all students.	Actual Annual Measurable Outcomes:	Charter School has provided 100% implementation of CCSS for all students.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will ensure curricula and assessments are aligned to the CCSS.	\$35,500 Study Island MAP testing fees McrawHill	Charter School provided curricula and assessments that are aligned to the CCSS	\$160,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers will participate in professional development on the implementation of CCSS.	\$10,000 Professional Development	Teachers participated in professional development on the implementation of CCSS.	\$10,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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 professional development to all of its teachers to ensure 100% implementation of CCSS. The payment for the next 8 years online books paid in full this school year. . Expenditure amount will be adjusted based on PD needs
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Original GOAL from prior year LCAP:	EL students will gain academic content knowledge through the implementation of CCSS.	Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners
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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 by 10% from MAP Fall 2015 to MAP Spring 2016.	Actual Annual Measurable Outcomes:	In Progress
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will provide CCSS aligned ELA and math instruction using variety of instructional strategies, support and intervention to all ELs and monitor student progress in ELA and math as measured by the MAP test.	\$35,000.00 Power English and Power Math teacher salaries After school ELA and math tutoring	EL students have been provided support and interventions.	\$35,000
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils _✓_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _✓_English Learners __Foster Youth __Redesignated fluent English proficient __Other 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 revise its measurable outcome to be more specific, i.e., it will measure percentage of EL students performing proficient on the Reading/ELA and math sections of the MAP assessment and on CELDT and/or ELPAC. Charter School has also 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 support teacher salaries.
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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_✓_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners
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Expected Annual Measurable Outcomes:	The percentage of EL students attaining English language proficiency as measured by the CELDT and/or ELPAC will increase by 10% from the prior year.	Actual Annual Measurable Outcomes:	In Progress
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/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 provided support and interventions.	\$5,500
Scope of service:		Scope of service:	
__ALL		__ALL	
OR:		OR:	
__Low Income pupils <input checked="" type="checkbox"/> English Learners		__Low Income pupils <input checked="" type="checkbox"/> English Learners	
__Foster Youth __Redesignated fluent English proficient __Other		__Foster Youth __Redesignated fluent English proficient __Other	
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?	Charter School will revise its measurable outcome to be more specific, i.e., it will measure percentage of EL students performing proficient on the Reading/ELA and math sections of the MAP assessment and on CELDT and/or ELPAC. Expenditure amount will be adjusted based on support teacher salaries.
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Original GOAL from prior year LCAP:	Charter School will provide opportunities for parent input in school site decisions.	Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 2 parents will serve on the Local Governance Committee (LGC) Charter School will hold a minimum of 4 LGC meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Charter School has 2 parents serving on the Local Governance Committee (LGC) Charter School has held 2 LGC meetings and will hold 2 more meetings Charter School has held 9 Parent Task Force (PTF) meetings this year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will have parents on its Local Governance Committee (LGC) and hold periodic LGC meetings.	indirect cost of \$500	Charter School has 2 parents serving on the Local Governance Committee (LGC)	\$500
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	\$500 Communication and office materials	Charter School has held 9 PTF meetings this year.	\$1,000
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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 input in school site decisions.
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Original GOAL from prior year LCAP:	Charter School will provide opportunities for parent involvement.	Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Charter School has held more than 5 parent activities/events this year. Teachers have updated CoolSIS records daily/weekly. Charter School has sent at least 6 progress reports/cards to parents this year. 10% of Charter School's students were home-visited by the teachers this year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$500 Communication and office materials	Charter School has held more than 5 parent activities/events this year, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$2000
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through CoolSIS, an online web portal.	\$19.200 5800-CoolSIS fees	Teachers have updated CoolSIS records daily/weekly.	\$19.200
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Charter School will communicate with the parents of academically low-achieving students.	\$500 Postage and voice message services	Charter School has sent 6 progress reports/cards to parents this year and communicated with the parents of academically low-achieving students, inviting them for parent conferences.	\$500
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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 CoolSIS fees and number of home visits.		

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: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016. 	Actual Annual Measurable Outcomes:	CAASPP student performance data is not available at this time.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will synthesize CAASPP and MAP student achievement and growth information into reports and regularly review progress towards targets.	\$8,000 Data Analysis/ Professional Development	Charter School has used CAASP and NWEA MAP test data for monitoring student growth and progress towards targets.	\$20,000
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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.	\$35,000.00 Power English and Power Math teacher salaries After school ELA and math tutoring	Charter School has provided targeted support and interventions to all students based on CAASPP and NWEA MAP test data and teacher classroom assessments.	\$40,000
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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 use the MAP test and CAASPP to set targets for student subgroups and each student. Charter School will continue to provide support and intervention to all students. Expenditure amount will be adjusted based on the number of instructional support personnel.
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Original GOAL from prior year LCAP:	Charter School will meet or exceed the annual API growth targets for all student subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	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 Measurable Outcomes:	API data is not available at this time but based on SBAC results MSA-San Diego exceeded state and district average and scored highest in its neighborhood in all areas.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will synthesize API and AYP information into reports and regularly review progress towards targets.	\$8,000 Data Analysis/ Professional Development	API data is not available, but MSA-San Diego met all AYP goals. MSA-San Diego used CAASPP and NWEA MAP test data for monitoring student growth and progress towards targets.	\$20,000
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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. Since API data is not available, Charter School will continue to use the Individuals students CAASPP and MAP test to set targets for student subgroups and each student. Charter School will continue to provide support and intervention to all students.
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Original GOAL from prior year LCAP:	EL students will advance at least one overall performance level on the CELDT and/or ELPAC each year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners
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Expected Annual Measurable Outcomes:	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:	In Progress
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/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)	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.	\$5,500
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other 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 has a Title III Improvement Plan and a revised EL Master Plan that outlines services for EL students and PD for teachers. Charter School will implement all actions outlined in these plans. Charter School will continue to provide ELD instruction, support and intervention to EL students.
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Original GOAL from prior year LCAP:	EL students will be reclassified as fluent English proficient (FEP) annually.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners
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Expected Annual Measurable Outcomes:	The percentage of EL students who are reclassified will increase by 5% from the prior year.	Actual Annual Measurable Outcomes:	In progress
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/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)	Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation. Charter School has reclassified EL students as FEP according to its EL Master Plan.	\$5,500
Scope of service: __ ALL		Scope of service: __ ALL	
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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 has a Title III Improvement Plan and a revised EL Master Plan that outlines services for EL students and PD for teachers. Charter School will implement all actions outlined in these plans. Charter School will continue to provide ELD instruction, support and intervention to EL students.
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Original GOAL from prior year LCAP:	Students will have awareness about colleges and careers.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Charter School will organize an annual College & Career Week.	Actual Annual Measurable Outcomes:	MSA-San Diego organized a College Career week .
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will organize a College & Career Week.	Materials \$200	MSA-San Diego organized a College Career week .	\$400
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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-San Diego will continue to promote College education by providing College & Career week activities.
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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 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Charter School will maintain an ADA rate of at least 96.5%.	Actual Annual Measurable Outcomes:	Charter School has maintained an ADA rate of 96.2% this year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/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	Charter School provides a safe environment that cultivates respect for self and others. School administration and teachers provide guidance and directions for safety and respect.	\$80,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Charter School will encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits	Charter School staff, including the administration, office, and teachers, have all encouraged and supported student attendance.	\$30,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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 a safe environment and encourage and support student attendance.
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Original GOAL from prior year LCAP:	Charter School will maintain a chronic absenteeism rate of no more than 1%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Charter School will maintain a chronic absenteeism rate of no more than 1%.	Actual Annual Measurable Outcomes:	In Progress
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will provide a nurturing and engaging learning environment for all its students and families, including those 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	Charter School has informed parents and students of attendance policies specified in the Student/Parent Handbook and encouraged and supported student attendance.	\$30,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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 a nurturing and engaging learning environment and encourage and support student attendance.
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Original GOAL from prior year LCAP:	Charter School will maintain a low middle school dropout rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Charter School will maintain a middle school dropout rate of no more than 1%.	Actual Annual Measurable Outcomes:	Charter School has maintained a middle school dropout rate of 0% this year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled.	\$180,000.00 Dean of Culture/Dean of Students salary & benefits GRFL teacher salary & benefits	Charter School provides a nurturing and engaging learning environment. School administration and teachers engage students in learning.	\$160,000
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Charter School will reduce dropout rates by providing academic and social support in a small school environment.	\$85,000.00 Dean of Academics salary & benefits	Charter School provides academic and social support in a small school environment.	\$85,000.00
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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 a nurturing and engaging learning environment and encourage and support student attendance.
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Original GOAL from prior year LCAP:	Charter School will maintain a low student suspension rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_✓_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Charter School will maintain a student suspension rate of no more than 5%.	Actual Annual Measurable Outcomes:	MSA-San Diego has less than 1% suspension rate.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will annually assess its suspension policies and procedures and document and implement alternatives to suspension.	\$120,000.00 Dean of Students salary & benefits GRFL teacher salary & benefits	Charter School implements a progressive discipline plan with alternatives to suspension.	\$80,000
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		All Charter School teachers have established classroom management procedures to create an atmosphere of trust, respect, and high expectations.	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Charter School staff will acknowledge and encourage positive student behavior and improvements.		Charter School implements a schoolwide positive behavior support plan. Positive behavior and improvements are acknowledged and encouraged by the Charter School staff.	

Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p style="text-align: center;">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained. Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.</p>		

Original GOAL from prior year LCAP:	Charter School will maintain a low student expulsion rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Charter School will maintain a student expulsion rate of no more than 1%.	Actual Annual Measurable Outcomes:	Charter School has maintained a student expulsion rate of 0% this year.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will annually assess its expulsion policies and procedures and document and implement alternatives to expulsion.	\$120,000.00 Dean of Students salary & benefits GRFL teacher salary & benefits	Charter School implements a progressive discipline plan with alternatives to expulsion.	\$80,000
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		All Charter School teachers have established classroom management procedures to create an atmosphere of trust, respect, and high expectations.	
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Charter School staff will acknowledge and encourage positive student behavior and improvements.</p>	<p>\$19,200.00 CoolSIS fees (behavior module)</p>	<p>Charter School implements a schoolwide positive behavior support plan. Positive behavior and improvements are acknowledged and encouraged by the Charter School staff.</p>	<p>\$19,200</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained. Charter School will continue to assess its expulsion policies and procedures and encourage positive student behavior and improvements.</p>		

Original GOAL from prior year LCAP:	Students, parents, and teachers 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 _____
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Goal Applies to:	Schools:	All
Applicable Pupil Subgroups:		All

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Student participation rate in the school satisfaction survey will be at least 80%. ▪ Parent participation rate in the school satisfaction survey will be at least 25%. ▪ Teacher participation rate in the school satisfaction survey will be at least 90%. ▪ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ Student participation rate in the school satisfaction survey is 98%. ▪ Parent participation rate in the school satisfaction survey is 60%. ▪ Teacher participation rate in the school satisfaction survey is 94%. ▪ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%: In progress
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will annually administer school satisfaction surveys to students, parents, and teachers.	\$3,000.00 Survey expenses	Charter School has administered school satisfaction surveys to students, parents, and teachers.	\$3,000.00
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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 administer school satisfaction surveys to students, parents, and teachers. Charter School will also set targets for survey participation rates and reach out to parents for increased participation in the survey.
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Original GOAL from prior year LCAP:	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 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Charter School has provided 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 have had sufficient access to all academic and educational programs provided by the Charter School.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		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 students with core courses and electives as outlined in its charter petition.	
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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 its master schedule to meet the needs of all students.	\$85,000.00
Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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.
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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 _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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
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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:		Scope of service:	
✓ ALL		✓ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
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:	
✓ ALL		✓ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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 regularly review student performance towards targets and provide additional supports and interventions. Charter School will also set specific measurable outcomes in STEM areas.
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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
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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. <p>Anticipated expenditures: \$120,000</p> <ul style="list-style-type: none"> ▪ 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	%
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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): Laura Schlottman, Principal,
 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, 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	Impact on LCAP
<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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
<p>Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from its 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.</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ 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 excellence and be college/career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> Priority 1: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ To implement Common Core State Standards Priority 4: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ To increase student proficiency in all courses
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Priority 1: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ Charter School will provide 100% implementation of CCSS for all students. Priority 4: <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ At least 80% of students in grade 11 will participate in the EAP assessment. ▪ At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: <ul style="list-style-type: none"> ▪ 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.
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 5800-BTSA expenses, EL authorization fees
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	\$200,000 4100-4200-4300-4400 (Books and Supplies, Materials, etc.) -Achieve 3000

		proficient __Other 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	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other 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	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8:	All	<u>✓ ALL</u>	\$10,000

<ul style="list-style-type: none"> 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 pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5800 Professional Development on EL strategies
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> During the day, Charter School will provide additional supports and interventions to all students, including ELs. 	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$150,000.00 Power English and Power Math teacher salaries, Title I Coordinator, TAs, (Title I funds)
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$40,000.00 After school and Saturday ELA and math tutoring (Title I funds)
<p>Priorities 2 & 4 & 8:</p> <ul style="list-style-type: none"> 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	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$80,000.00 Dean of Academics salary & benefits
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will synthesize state and federal accountability information into reports and regularly review progress towards targets. 	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<p>Priority 4:</p>	All	✓ <u>ALL</u>	

<ul style="list-style-type: none"> Charter School will offer courses that meet UC/CSU admission requirements. 		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. 	All	✓ <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$70,000.00 College Advisor salary & benefits
<p>Priority 4:</p> <ul style="list-style-type: none"> 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	<u>ALL</u> OR: __ Low Income pupils ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$20,000.00 ELD core materials \$3,000.00 ELD supplemental materials \$2,000 Focused PD on ELD standards
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. 	All	<u>ALL</u> OR: __ Low Income pupils ✓ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$10,000.000 AP teacher salaries & benefits AP workshops AP test fees
<p>Priority 4:</p> <ul style="list-style-type: none"> 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	✓ <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000.00 College Readiness classes teacher salaries & benefits

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

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. ▪ At least 90% of all students enrolled in the Charter School's will participate in the PLTW Program in grades K-5 th .
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Actions/Services	Scope of Service	Pupils to be served within identified 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	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$80,000.00 Dean of Academics salary & benefits
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8. ▪ Charter School will offer the Launch program, PLTW (Project Lead The Way) in grades K-5 th . ▪ Charter School will offer a "VEX Robotics" class or club to students in grades 8-12th. ▪ Charter School will offer a "Lego Robotics" class or club to students in grades 6-8. ▪ Charter School will offer a "Science Olympiad" class or club to students in grades 6-8.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$4,800.00</p> <p>PLTW curriculum, materials and teacher PD.</p> <p>-Launch Program</p> <p>-Teacher Training (2 staff members)</p> <p>\$5,000</p> <p>Field Trips that are STEAM related for grades K-12th grade.</p>
<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>GOAL #3:</p>	<p>All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_✓_ 4__ 5_✓_ 6_✓_ 7__</p> <p>8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<p>Identified Need :</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation <p>Priority 5:</p> <ul style="list-style-type: none"> To increase student attendance To avoid chronic absenteeism To avoid middle school dropout To avoid high school dropout To increase high school graduation rate <p>Priority 6:</p> <ul style="list-style-type: none"> To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness 	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> 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. 	

Outcomes: <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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%. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	All	<p><u>✓ ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$300.00</p> <p>Food and refreshers for meetings</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	All	<p><u>✓ ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$150.00</p> <p>Food and refreshers for meetings</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	English Learners	<p><u> ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u>✓</u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$150.00</p> <p>Food and refreshers for meetings</p>
<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	All	<p><u>✓ ALL</u></p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p>	<p>\$500.00</p> <p>Food and refreshers for meetings</p> <p>\$15,000 Parent College</p>

		___ 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated 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	✓ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	\$35,000.00 College Advisor salary & benefits

<p>Priority 5:</p> <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000.00</p> <p>Fuel Ed credit recovery course fees</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$80,000.00</p> <p>Dean of Students salary & benefits</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000</p> <p>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).</p>
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 6:</p> <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000.00</p> <p>Survey expenses</p>

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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 2:</p> <ul style="list-style-type: none"> Charter School will provide 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> 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. 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. At least 80% of students in grade 11 will participate in the EAP assessment. 	Actual Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 2:</p> <ul style="list-style-type: none"> Charter School provides 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> 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.) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">ELA/Literacy</th> <th colspan="2">Math</th> </tr> <tr> <th>2015</th> <th>2016 (Expected)</th> <th>2015</th> <th>2016 (Expected)</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>53%</td> <td>60%</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>47%</td> <td>60%</td> <td>23%</td> <td>40%</td> </tr> <tr> <td>English Learners</td> <td>22%</td> <td>30%</td> <td>22%</td> <td>47%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>51%</td> <td>60%</td> <td>31%</td> <td>40%</td> </tr> <tr> <td>African American</td> <td>N/A</td> <td>50%</td> <td>NA%</td> <td>50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> (Data will be available after the Spring MAP test) 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: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading/ELA</th> <th colspan="2">Math</th> </tr> <tr> <th>Fall 2015</th> <th>Spring 2016</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>English Learners</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> </tbody> </table>		ELA/Literacy		Math		2015	2016 (Expected)	2015	2016 (Expected)	Schoolwide	53%	60%	38%	43%	Socioecon. Disadv.	47%	60%	23%	40%	English Learners	22%	30%	22%	47%	Hispanic or Latino	51%	60%	31%	40%	African American	N/A	50%	NA%	50%		Reading/ELA		Math		Fall 2015	Spring 2016	Fall 2015	Spring 2016	Schoolwide	50%	55%	50%	55%	Socioecon. Disadv.	50%	55%	50%	55%	English Learners	50%	55%	50%	55%
	ELA/Literacy		Math																																																										
	2015	2016 (Expected)	2015	2016 (Expected)																																																									
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African American	N/A	50%	NA%	50%																																																									
	Reading/ELA		Math																																																										
	Fall 2015	Spring 2016	Fall 2015	Spring 2016																																																									
Schoolwide	50%	55%	50%	55%																																																									
Socioecon. Disadv.	50%	55%	50%	55%																																																									
English Learners	50%	55%	50%	55%																																																									

<ul style="list-style-type: none"> At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. <p>Priority 8:</p> <ul style="list-style-type: none"> 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. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Hispanic or Latino</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>African American</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> </table> <ul style="list-style-type: none"> 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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. 	Hispanic or Latino	50%	55%	50%	55%	African American	50%	55%	50%	55%
Hispanic or Latino	50%	55%	50%	55%							
African American	50%	55%	50%	55%							

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> 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	<p>Priority 1:</p> <ul style="list-style-type: none"> 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:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 		Priority 1: <ul style="list-style-type: none"> Charter School is compliant with its teacher assignments. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 		Priority 1: <ul style="list-style-type: none"> Charter School has reviewed its current instructional materials and they are aligned to standards. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 		Priority 1: <ul style="list-style-type: none"> Charter School keeps an inventory of instructional materials and corresponding purchase of materials. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 		Priority 1: <ul style="list-style-type: none"> Charter School has done annual and monthly facility inspections to screen for safety hazards. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	\$13,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: <ul style="list-style-type: none"> Charter School has maintained its campus cleanliness through daily general cleaning. 	\$2,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	\$10,000.00 MAP testing fees	Priority 2: <ul style="list-style-type: none"> Charter School implements curricula and assessments aligned to the CCSS. 	\$10,000.00 MAP testing fees
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	\$150,000.00 5800 Professional Development on CCSS	Priority 2: <ul style="list-style-type: none"> Teachers have participated in professional development on the implementation of CCSS. 	\$50,000.00 5800 Professional Development on CCSS
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. 		Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will synthesize state and federal accountability information into reports and regularly review progress towards targets. 		Priority 4: <ul style="list-style-type: none"> Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets. 	
Scope of service: _____		Scope of service: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will offer courses that meet UC/CSU admission requirements. 		Priority 4: <ul style="list-style-type: none"> Charter School offers courses that meet UC/CSU admission requirements. 	
Scope of service: _____		Scope of service: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. 		Priority 4: <ul style="list-style-type: none"> 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: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.</p>	<p>\$100,000.00 AP teacher salaries & benefits AP workshops AP test fees</p>	<p>Priority 4: <input type="checkbox"/> Based on student needs and interests, Charter School has offered the following AP courses this year: AP Statistics, AP US History</p>	<p>\$20,000.00 AP teacher salaries & benefits AP workshops AP test fees</p>
<p>Scope of service: _____</p>		<p>Scope of service: _____</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4: <input type="checkbox"/> Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.</p>	<p>\$38,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits</p>	<p>Priority 4: <input type="checkbox"/> 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.</p>	<p>\$38,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits</p>
<p>Scope of service: _____</p>		<p>Scope of service: _____</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> 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.</p>		<p>Priority 7: <input type="checkbox"/> Charter School has designed its master schedule to meet the needs of all students.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.</p>		<p>Priority 1: <input type="checkbox"/> Charter School offers "Advanced Math" class and club to students in grades 6-8.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</p>		<p>Priority 7: <input type="checkbox"/> 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.</p>	<p>\$300.00 STEAM Festival and Expo expenses</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 7: <input type="checkbox"/> Charter School will offer Computer/Technology classes and/or blended learning experience for our students.</p>		<p>Priority 7: <input type="checkbox"/> 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.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

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.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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 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%. 		<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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 2015-16 school year. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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

			<p>so far is 0% and we expect a rate of 0% by the end of the school year.</p> <ul style="list-style-type: none"> ▪ 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%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 		Priority 3: <ul style="list-style-type: none"> ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3:		Priority 3:	

<ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 		<ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	\$22,000.00 5800-SIS fees	Priority 3: <ul style="list-style-type: none"> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. 	\$22,000.00 5800-SIS fees
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 		Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 5: <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. 		Priority 5: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 		Priority 6: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 		Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 		Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	\$3,000.00 Survey expenses	Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	\$3,000.00 Survey expenses
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p style="text-align: center;">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	Goal, actions, and services will be maintained. <ul style="list-style-type: none"> 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 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:	\$ <u>519,288</u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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 <p>Foster youth:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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 School 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
- AP

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.

12.33	%
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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, 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?

<p>Involvement Process</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Impact on LCAP</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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.
<p>Annual Update:</p> <p>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.</p>	<p>Annual Update:</p> <p>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:</p> <ul style="list-style-type: none"> ▪ 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?

GOAL #1:	All students will pursue academic excellence and be college/career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> ▪ 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 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 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
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 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. ▪ 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. ▪ At least 80% of students in grade 11 will participate in the EAP assessment. ▪ At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. ▪ 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,800-BTSA expenses</p> <p>5863-Professional Development</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will annually review budget and plan to ensure adequate budget for instructional materials. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 for updated instructional materials</p> <p>4100-4200-4300-4400 (Books and Supplies, Materials, etc.)</p>
<p>Priority 1:</p> <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 	All	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

		__ Other Subgroups:(Specify) _____ _____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	✓ <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	\$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> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	\$4,000 Instructional Materials and supplies 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	✓ <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	\$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	✓ <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	\$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	✓ <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated 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	✓ <u>ALL</u>	\$8,000.00 Extra ELA/Literacy &

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees 1100 Teachers Salaries

			<p>5863-Professional Development</p> <p>4100, 4200 Instructional Materials and Supplies</p>
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

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.
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Actions/Services	Scope of Service	Pupils to be served within identified 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	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other 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.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 7:</p> <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$60,000 Computer/Technology teacher salaries & benefits</p> <p>\$1,800 Focused PD on Blended Learning</p> <p>1100 Teachers Salaries</p> <p>5863-Professional Development</p>

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<ul style="list-style-type: none"> Priority 3: <ul style="list-style-type: none"> To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation Priority 5: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Priority 3: <ul style="list-style-type: none"> Charter School will hold a minimum of 4 SSC meetings per year. If the Charter School has 21+ 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Priority 3: <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC 	All	<input checked="" type="checkbox"/> ALL	

<p>meetings.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3: ▪ Charter School will have a Parent Teacher Organization (PTO) and hold periodic PTO meetings.</p>	<p>English Learners</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3: ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,000 SIS fees 5822 – Other Professional Services</p>
<p>Priority 3: ▪ Charter School will communicate with the parents of academically low-achieving students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3: ▪ Charter School teachers will visit students at their homes to discuss student progress</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p>	<p>\$2,000</p>

<p>and enhance student learning and involvement.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Home-visit stipends (Title I funds) 1100 Teachers Salaries</p>
<p>Priority 5: <ul style="list-style-type: none"> 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. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 5: <ul style="list-style-type: none"> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$4,000.00 0.1 Office Manager salary and benefits 2400 Classified Clerical & Office Salaries</p>
<p>Priority 5: <ul style="list-style-type: none"> 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. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 5: <ul style="list-style-type: none"> Charter School will offer credit recovery classes and provide support to ensure timely high school graduation. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,500 Credit recovery courses 4100, 4200 Instructional Materials and Supplies</p>
<p>Priority 6: <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. </p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,800 Focused PD on SEL 5863-Professional Development</p>

<p>Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> <u>ALL</u></p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000</p> <p>Survey expenses</p> <p>5822 – Other Professional Services</p>

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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 2:</p> <ul style="list-style-type: none"> Charter School will provide 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> 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. 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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 		Actual Annual Measurable Outcomes:	<p>Priority 1:</p> <ul style="list-style-type: none"> 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. <p>Priority 2:</p> <ul style="list-style-type: none"> Charter School provides 100% implementation of CCSS for all students. <p>Priority 4:</p> <ul style="list-style-type: none"> For all student subgroups, the percentage of students who met or exceeded standards on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 3% from 2015 to 2016. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2">ELA/Literacy</th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>2015</th> <th>2016 (Expected)</th> <th>2015</th> <th>2016 (Expected)</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>67%</td> <td>70%</td> <td>66%</td> <td>69%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>39%</td> <td>44%</td> <td>43%</td> <td>48%</td> </tr> <tr> <td>English Learners</td> <td>15%</td> <td>20%</td> <td>25%</td> <td>30%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>33%</td> <td>38%</td> <td>31%</td> <td>36%</td> </tr> <tr> <td>African American</td> <td>50%</td> <td>55%</td> <td>35%</td> <td>40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> API data is not available at this time. 100% of graduating seniors have successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16. 60% of our EL students advanced at least one overall performance level on the CELDT this year. We had only 5 EL students at the start of the school year. Two of the 5 are eligible for reclassification, so 40% of our EL students will be reclassified this year. With the late move to the new location and the addition of 4 seniors who were brand new to the school [36% of the senior class], we were not able to meet the AP exam 		ELA/Literacy		Math			2015	2016 (Expected)	2015	2016 (Expected)	Schoolwide	67%	70%	66%	69%	Socioecon. Disadv.	39%	44%	43%	48%	English Learners	15%	20%	25%	30%	Hispanic or Latino	33%	38%	31%	36%	African American	50%	55%	35%	40%
	ELA/Literacy		Math																																				
	2015	2016 (Expected)	2015	2016 (Expected)																																			
Schoolwide	67%	70%	66%	69%																																			
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Hispanic or Latino	33%	38%	31%	36%																																			
African American	50%	55%	35%	40%																																			

	tests) in core subjects and electives.		<p>targets. All students had the opportunity to take AP courses in multiple subject areas, and all students had the opportunity to take AP tests..</p> <p>Priority 8:</p> <ul style="list-style-type: none"> More than 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. <p style="text-align: right;"> English: 95% Mathematics: 81% Social sciences: 96% Science: 91% Electives: 99.7% </p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> All teacher credentials have been reviewed. Charter School has supported 1 of its teachers for BTSA. 	\$3,500 BTSA expenses 5863-Professional Development
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually review master schedule/teacher assignments to ensure compliance. 		Priority 1: <ul style="list-style-type: none"> Charter School is compliant with its teacher assignments. 	
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Other Subgroups:(Specify) _____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually review alignment of instructional materials to standards. 		Priority 1: <ul style="list-style-type: none"> Charter School has reviewed its current instructional materials and they are aligned to standards. 	
Scope of service:		Scope of service:	

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. 		Priority 1: <ul style="list-style-type: none"> Charter School keeps an inventory of instructional materials and corresponding purchase of materials. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Charter School will do annual and monthly facility inspections to screen for safety hazards. 		Priority 1: <ul style="list-style-type: none"> Charter School has done annual and monthly facility inspections to screen for safety hazards. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 1: <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness. 	Included as part of lease.	Priority 1: <ul style="list-style-type: none"> Charter School has maintained its campus cleanliness through daily general cleaning. 	Included as part of lease.
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Charter School will ensure curricula and assessments are aligned to the CCSS. 	\$2,000 MAP testing fees 5822 – Other Professional Services	Priority 2: <ul style="list-style-type: none"> 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: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 2: <ul style="list-style-type: none"> Teachers will participate in professional development on the implementation of CCSS. 	\$1,800 5863-Professional Development	Priority 2: <ul style="list-style-type: none"> Teachers have participated in professional development on the implementation of CCSS. 	\$1,800 5863-Professional Development
Scope of service: _____		Scope of service: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours. 	\$10,000 Portion of teacher salaries for after-school tutoring (Title I funds) 1100 Teachers Salaries	Priorities 2 & 4 & 8: <ul style="list-style-type: none"> Charter School provides additional supports and interventions to all students, including ELs, during after school hours. 	\$10,000 Portion of teacher salaries for after-school tutoring (Title I funds) 1100 Teachers Salaries
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 4: <ul style="list-style-type: none"> Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets. 		Priority 4: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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.		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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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.	\$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:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. 	<p>\$20,000.00</p> <p>AP teacher salaries & benefits AP workshops AP test fees and instructional materials</p> <p>1100 Teachers Salaries</p> <p>5210 Conference Fees</p> <p>4100, 4200 Instructional Materials and Supplies</p>	<p>Priority 4:</p> <ul style="list-style-type: none"> 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 	<p>\$20,000.00</p> <p>AP teacher salaries & benefits AP workshops AP test fees and instructional materials</p> <p>1100 Teachers Salaries</p> <p>5210 Conference Fees</p> <p>4100, 4200 Instructional Materials and Supplies</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School will offer Advisory classes to prepare students for college readiness, including test prep for ACT/SAT. 		<p>Priority 4:</p> <ul style="list-style-type: none"> Charter School has offered advisory classes in grades 9-12 and provided support in the college selection and admission process. 	
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> 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. Once a school site is confirmed, Charter School will purchase books and supplies 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 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.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ✓ 8__ ✓ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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 an 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 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 classes 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:	<p>Priority 7:</p> <ul style="list-style-type: none"> 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. 100% of students have sufficient access to all academic and educational programs provided by the Charter School. 54% of all students enrolled in the Charter School's grades 6-8 take an 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. <p>Priority 8:</p> <ul style="list-style-type: none"> 100% of all middle school students enrolled in the Charter School have created or demonstrated a STEAM focused project, experiment, model or demo. 100% of all students enrolled in the Charter School's advanced math classes or club in grades 6-8 have demonstrated proficiency. 100% of all students enrolled in the Charter School's Computer/Technology classes received a grade of "C" or better in 2015-16.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 7: <ul style="list-style-type: none"> 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. 	\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies	Priority 7: <ul style="list-style-type: none"> Charter School has provided students with core courses and electives as outlined in its charter petition. 	\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies
Scope of service: <input checked="" type="checkbox"/> ALL		Scope of service: <input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Charter School has designed its master schedule to meet the needs of all students. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> Charter School will offer advanced math classes and clubs to students in grades 6-8. 		Priority 1: <ul style="list-style-type: none"> Charter School offers advanced math classes and clubs to students in grades 6-8. 	
Scope of service: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: _____ <input checked="" type="checkbox"/> ALL		Scope of service: _____ <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 7: <ul style="list-style-type: none"> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. 	\$60,000 Computer/Technology teacher salaries & benefits \$1,200 Focused PD on Blended Learning 1100 Teachers Salaries 5863-Professional	Priority 7: <ul style="list-style-type: none"> Charter School offers Computer/Technology classes and/or blended learning experience for our students. Our teachers have participated in PD on blended learning. 	\$60,000 Computer/Technology teacher salaries & benefits \$1,200 Focused PD on Blended Learning 1100 Teachers Salaries 5863-Professional

	Development		Development
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p style="text-align: center;">What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal, actions, and services will be maintained.</p> <ul style="list-style-type: none"> ▪ 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 offer courses through Fuel Education as needed. ▪ Charter School will continue to offer advanced math classes and clubs to students in grades 6-8. ▪ Charter School will continue to hold its own Science Fair and Science Expo and will participate in 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. 		

<p>Original GOAL from prior year LCAP:</p>	<p>All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>		<p>Applicable Pupil Subgroups: All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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%. <p>Priority 6:</p> <ul style="list-style-type: none"> ▪ 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%. 		<p>Actual Annual Measurable Outcomes:</p> <p>Priority 3:</p> <ul style="list-style-type: none"> ▪ 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. <p>Priority 5:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Charter School maintained a middle school dropout rate of 0% in 2015-16. ▪ 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

	<ul style="list-style-type: none"> Approval rating on school experience surveys of students, parents, and staff will be at least 85%. 		<p>school all four years of high school.</p> <p>Priority 6:</p> <ul style="list-style-type: none"> Charter School maintained a student suspension rate of 1% 2015-16. Charter School maintained a student expulsion rate of 0% in 2015-16. Student participation rate in the school experience survey is 66% in 2015-16. Staff participation rate in the school experience survey is 71% in 2015-16. Approval rating on school experience surveys in 2015-16: Students: 65% Staff: 70%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p>		<p>Priority 3:</p> <ul style="list-style-type: none"> Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 		Priority 3: <ul style="list-style-type: none"> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> 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 SIS fees 5822 – Other Professional Services	Priority 3: <ul style="list-style-type: none"> 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 SIS fees 5822 – Other Professional Services
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 		Priority 3: <ul style="list-style-type: none"> Charter School will communicate with the parents of academically low-achieving students. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 3: <ul style="list-style-type: none"> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. 		Priority 3: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>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.</p>		<p>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.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>		<p>Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>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.</p>		<p>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.</p>	
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.</p>	<p>\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies</p>	<p>Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.</p>	<p>\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies</p>
<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>		<p>Scope of service: _____ <input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. 		Priority 6: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. 		Priority 6: <ul style="list-style-type: none"> 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:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 		Priority 6: <ul style="list-style-type: none"> Charter School staff will acknowledge and encourage positive student behavior and improvements. 	
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	\$1,000 Survey expenses 5822 Other Professional Services	Priority 6: <ul style="list-style-type: none"> Charter School will annually administer school experience surveys to students, parents, and staff. 	\$1,000 Survey expenses 5822 Other Professional Services
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 Subgroups:(Specify) _____

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
 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:	\$ <u>49,823</u>
<p>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.</p> <p>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:</p> <p>Low income pupils:</p> <p>Actions and services:</p> <ul style="list-style-type: none"> ▪ 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. <p>Anticipated expenditures: \$35,000</p> <ul style="list-style-type: none"> ▪ Afterschool programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils <p>Foster youth:</p> <p>Actions and services:</p>	

- 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 School 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.
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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	%
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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).