



# MAGNOLIA PUBLIC SCHOOLS

## Board Of Directors

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Board Agenda Item #	III A
Date:	06.14.2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of LCAPs for MPS

### Proposed Board Recommendation

I move that the board approve the LCAPs for MPS.

### Background

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

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

The MPS Home Office has 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. Public input was also sought at a prior board meeting and schools presented their CA School Dashboard findings as well as their goals and plans to the board.

### Budget Implications

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

### Name of Staff Originator:

David Yilmaz (Chief Accountability Officer)

### Attachments

LCAP for each Magnolia Science Academy

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-1		
Contact Name and Title	Mustafa Sahin, Principal	Email and Phone	<a href="mailto:msahin@magnoliapublicschools.org">msahin@magnoliapublicschools.org</a> (818) 609-0507

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

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

MSA-1 currently has 534 students in grades 6-12, and mainly draws enrollment from Reseda, CA and neighboring communities. The neighborhoods that MSA-1 serves are primarily immigrant families with a language other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 84% Hispanic/Latino, 8% White, 87% Socioeconomically Disadvantaged, 15% Special Education, and 11% English Learner populations.

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

### LCAP HIGHLIGHTS

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

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

Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College.

The need to continue our improvements in designated/integrated English Learner services

Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs.

Providing counseling and positive behavior intervention support services to our students

Keeping effective teachers and improving teacher observation and evaluation systems.

Providing counseling and behavior support services to our students.

Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses.

Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom.

Expanding STEAM-based programs and activities.

Interim data to inform instruction

Illuminate to track data and offer intervention

EI Coordinator to help with intervention classes, offer support, and provide resources

Study Sync (comprehensive ELA/ELD program) for English classes

Saturday School ,Zero period, after school Tutoring, Flex Literacy for intervention

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

We are most proud about the data which reflects that our students are growing as a result of work we are doing as a staff to improve their educational experience.

### I. Data Driven Curricular Choices Contribute to Student Growth

We are proud that our overall SBAC student scores improved for Math and ELA by 17 points and 13 points. This improvement is due in part to our ELA and Math department's adoption of NGSS aligned digital curriculum. Our English teachers use Study Sync, which is NGSS aligned and allows students to engage with text and demonstrate understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content including videos, interactive texts, audio readings of class content, and a built in ELD component to help engage our ELL students. Similarly, in our Math classes we use McGraw Hill online curriculum, which is also NGSS aligned and engages students in a similar way with digital problems, math manipulatives, and demonstrations. Based on last year's data, we saw a need for a more rigorous curriculum to help our overall student population rise to the challenge of rigorous state testing, and since implementing it, we have seen growth. Our curriculum has contributed to our SBAC growth.

## GREATEST PROGRESS

## II. Staff PD/Resource Sharing Contributes to Growth

One thing our staff is working on this year is implementing universal standards of writing across content areas. Both our Math Title 1 and English Title 1 staff analyze data, pass along resources, and lead PD for our staff to make sure they are supporting our struggling students. Our Title I English teacher observes struggling students in three of their core classes (History, Science, and English), and provides resources and PD for our staff about implementing academic tools that might help. Our Math Title 1 Teacher looks at data from benchmark testing like MAP and SBAC, and helps to roster and monitor progress in our Zero period and Saturday School programs. She has also helped implement the gradual release model in our math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work.

## II. College Readiness and Recognition Contributes to Growth

We currently have 68 graduating seniors and we have a 100 percent graduation rate. Our Dean and College counselor creates a 4 year plan for each student and keeps track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their own goals helped our graduation rate to stay strong. Our staff does much work to involve parents and students in setting goals that prepare students for graduation and college. We are proud of the parent information nights where students and parents get to learn about college, financial aid, and the application process, and we are equally proud that our Senior English teachers support all 68 of our seniors in writing a personal statement. In essence, every student who graduates from MSA attends a junior college, 4 year university, or vocational program. Additionally, U.S. News named us the number 1 Charter School in LA Unified and World Report ranked us as the 14th top-performing high school in California, earning a gold medal (due, in part, to our school's AP class offerings).

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

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

to teachers and staff so that their expectations about academic rigor are more unified (and connected to the CHATS framework for EL support).. For instance, when students were doing a research project in Biology, she sent out resources for teachers in Science and History about how to coach kids to look at good sources, cite a source properly, and defend an opinion with evidence in their writing. Our History and Science teachers, who don't normally teach writing in an explicit way, then used that resource for their students. Finally, twice a year, we provide MSA wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. For instance, many of our teachers attended the EL training with a guest lecturer from CSUN to learn about promoting language acquisition in their classrooms (in every content area).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

The student groups that are behind are SPED students who performed low in English Language Arts and our English Learners who performed low in Math. We use the intervention classes and programs (as mentioned above) to help support these student population. We use benchmark data (MAP) to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need. Additionally, SPED teachers and Intervention staff meet to discuss shared students and academic intervention for those SPED and EL students. For next year, the action plan will include; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for kids as they exit intervention. Next year we will be better about implementing the RTI model and tracking student progress. Title I Coordinator will play a larger role in supporting the EL students in the classroom, and will have a set schedule of pull-out sessions. That schedule will change based on the intervention needs and student progress.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits, and other parent involvement meetings such as ELAC, SSC, and PTF.

EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.

Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.

Charter School will provide academic supports and remediation, counseling, and social/emotional support to our students.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year	\$7,508,193.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,257,459.00 (total)

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

\$5,361,963.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016–17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>EXCELLENCE: All students will pursue academic excellence and be college/career ready.</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

EXPECTED	ACTUAL
<p>Priority 1:</p> <p>Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%</p> <p>Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%</p> <p>Percentage of items on facility inspection checklists in compliance/good standing: 90%</p> <p>Priority 2:</p> <p>Percentage of state standards implementation for all students, including English learners: 100%</p> <p>Priority 4:</p> <p>For all student groups, percentage of students performing proficient on</p>	<p>Priority 1:</p> <p>Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%</p> <p>Percentage of students who have sufficient access to standards-aligned instructional materials: 100%</p> <p>Percentage of items on facility inspection checklists in compliance/good standing: 90%</p> <p>Priority 2:</p> <p>Percentage of state standards implementation for all students, including English learners: 100%</p> <p>Priority 4:</p> <ul style="list-style-type: none"> <li>▪ The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.</li> </ul>

the CAASPP: 5% increase from 2016 to 2017

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring
- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%
- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year
- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 50%
- Percentage of students in grades 9-11 who will participate in the PSAT test: 80%
- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%
- Percentage of students in grade 11 who will participate in the EAP assessment: 80%

ELA/Literacy	2016		2017 (Projected)	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	43%	48%	31%	36%
English Learners	3%	8%	0%	5%
Socioecon. Disadv.	41%	46%	29%	34%
Students w/ Disabilities	10%	15%	8%	13%
Asian	84%	89%	66%	71%
Hispanic or Latino	38%	43%	26%	31%
White	68%	73%	52%	67%

§ The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

Reading/ELA	Math		Fall 2016	Spring 2017 (projected)
	Fall 2016	Spring 2017 (projected)		
Schoolwide	31%	36%	23%	28%
English Learners	5%	10%	0%	5%
Socioecon. Disadv.	27%	32%	17%	22%
Students w/ Disabilities	3%	8%	3%	8%
Hispanic or Latino	27%	32%	19%	24%
White (9sts)	78%	83%	67%	71%
Filipino (6 sts)	83%	88%	67%	71%

- Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16 is 100%. We project a rate of 100% in 2016-17, too.  
2015-16: 100%      2016-17: 100% (projected)
- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.  
2015-16: %      2016-17: 26%
- Percentage of ELs reclassified to Fluent English Proficient (RFEP):  
2015-16: 15%      Current: 20%      By the end of 2016-17: 22% (projected)
- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 50% in 2016-17.  
2015-16: 40%      Current: NA%      By the end of 2016-17: 50% (projected)
- Percentage of students in grades 9-11 who have participated in the PSAT test: 86%
- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out



- Percentage of students who demonstrate college preparedness out of all students who participate in the EAP assessment: 40%

Priority 8:

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

of all students who participated in the PSAT test: 22%

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

2015-16: 65% in ELA and 45% in Math 2016-17: 68% in ELA, 50% in Math (projected)

Priority 8:

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

2015-16: 80% Current: 75% By the end of 2016-17: 82% (projected)

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

### PLANNED

#### Priority 1:

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

### ACTUAL

#### Priority 1:

All teacher credentials have been reviewed. We have supported 9 of our teachers for their credentialing needs. We are compliant with its teacher assignments

Expenditures

### BUDGETED

\$30,000.00 5863-BTSA expenses, EL authorization fees

### ESTIMATED ACTUAL

\$30,000.00, 9 teachers are in BTSA Program

Action

2

Actions/Services

### PLANNED

#### Priority 1:

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

### ACTUAL

#### Priority 1:

We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$102,000.00 4100-4200 Books \$138,000.00 4300-supplies, materials \$83,500.00 4400 Equipment	\$99,000.00 4100-4200 Books \$103,000.00 4300-supplies, materials \$60,000.00 4400 Equipment

Action **3**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priority 1:</b>  Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	<b>Priority 1:</b>  We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$50,000.00 5500 Janitorial Services, \$50,000.00 5605 Maintenance, \$ 60,000,00 2900, 3000 Custodian salary & benefits	\$140,000.00

Action **4**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priority 2:</b>  Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>Priority 2:</b>  Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$5,000.00 Title I, MAP testing fees, \$10,000.00 5800 Professional Development on CCSS)	\$14,000.00

Action **5**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priorities 2, 4, &amp; 7:</b>  Charter school will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter Schools will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with	<b>Priorities 2, 4, &amp; 7:</b>  We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

Expenditures

**BUDGETED**  
 \$12,000.00 3010 Title I- Flex Literacy for ELD Students:  
 \$10,000.00 4325- ELD core materials, supplemental materials  
 \$5,000.00 5863 -Focused PD on ELD standards)

**ESTIMATED ACTUAL**  
 \$20,000.00

Action

**6**

**PLANNED**  
**Priorities 2, 4, & 7:**  
 Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework(and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in- class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in professional development on ELD instructional strategies and CHATS framework.

**ACTUAL**  
**Priorities 2, 4, & 7:**  
 Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD

Actions/Services

**BUDGETED**  
 \$5,000.00 5863 Professional Development on EL strategies

**ESTIMATED ACTUAL**  
 \$5,000.00

Expenditures

Action

**7**

**PLANNED**  
**Priorities 2, 4, & 8:**  
 During the day, Charter School will provide additional supports and interventions to all students, including ELs.

**ACTUAL**  
**Priorities 2, 4, & 8:**  
 During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Actions/Services

**BUDGETED**  
 \$123,000.00 3010 Title I English and Math teacher salaries

**ESTIMATED ACTUAL**  
 \$123,000.00

Expenditures

Action

**8**

Actions/Services

**PLANNED**

**Priorities 2, 4, & 8:**

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

**ACTUAL**

**Priorities 2, 4, & 8:**

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

Expenditures

**BUDGETED**

\$20,000.00 3010 Saturday ELA/math tutoring

**ESTIMATED ACTUAL**

\$20,000.00

Action

9

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priorities 2, 4, & 8:**

Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

**BUDGETED**

\$190,000.00 1300-3000 2 Dean of Academics salary & benefits,  
\$123,000.00 2Title I coordinators salaries & benefits,  
\$ 3,000.00 5822 Illuminate

**ESTIMATED ACTUAL**

\$320,000.00

Action

10

Actions/Services

**PLANNED**

**Priority 4:**

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

**ACTUAL**

**Priority 4:**

Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

**BUDGETED**

\$80,000.00 2900-3000 College Counselor Salary & Benefits

**ESTIMATED ACTUAL**

\$80,000.00

Action

11

Actions/Services

<b>PLANNED</b>
<b>Priority 4:</b>
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

<b>ACTUAL</b>
<b>Priority 4:</b>
Based on student needs and interests, we have offered the following AP courses this year: AP Spanish Language and Culture, AP Spanish Literature and Culture, AP Computer Science, AP English Literature and Composition, AP English Language and Composition, AP United States History, AP United States Government and Politics, AP World History, AP Studio Art, AP Calculus AB, AP Calculus BC, AP Statistics.

Expenditures

<b>BUDGETED</b>
\$25,000.00 1100 AP teacher add-on salaries,
\$10,000.00 4300 AP Course materials
\$10,000.00 5863 AP workshops, test fees

<b>ESTIMATED ACTUAL</b>
\$40,000.00

Action

12

Actions/Services

<b>PLANNED</b>
<b>Priority 4:</b>
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.

<b>ACTUAL</b>
<b>Priority 4:</b>
We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.

Expenditures

<b>BUDGETED</b>
\$2,000.00 4320 Naviance College readiness
\$ 10,000.00 3010 Myon-

<b>ESTIMATED ACTUAL</b>
\$12,000.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students' SBAC scores reflect an increase in ELA scores by 14 points and Math scores by 17 points. The increase is due in part to our ELA(Study Sync) and Math (McGraw-Hill online curriculum) department's adoption of NGSS aligned digital curriculum because digital curriculum engages students and allows our teachers to provide targeted instruction based on the program's student performance data. The rigorous curriculum helps our overall student population rise to the challenge of state testing, and since implementing it, we have seen growth. Additionally, each month, teachers administer an Interim Block Assessment (IBA) and use the results to inform their curriculum. In the staff meeting following the IBA each month, English and Math Departments meet to discuss data and choose specific areas of remediation in each grade level. Furthermore, in English and Math classes, teachers commit to re-teaching skills based on data. CELDT and MAP data are used service/roster our EL and struggling students into intervention services. Targeted interventions include ELD class, Saturday School, Zero Period, after school tutoring, and Power English and Power Math classes.

Our school is very proud of its AP passing rate. Last year, 89 students took the AP exam and 47.2% of those students passed with a score of a 3 or higher. Our teachers are required to attend AP training and workshops in order to continue to grow and improve their instruction. AP teachers administer practice AP tests on Saturday to help prepare/familiarize students with the AP exam. Additionally, our AP calculus students go to an AP camp, where they spend 2 days practicing and reviewing for the actual AP exam. Finally, all AP students have access to the online Revolution K-12 AP preparation course for four weeks as a preparatory tool for their exam.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. One change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

### ACTUAL

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 4%
- Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

**PLANNED**

**Priority 7:**

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

**ACTUAL**

**Priority 7:**

We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: Robotics, Spanish 3 (for high school only), AP Computer Science A, Turkish (for middle school only), Digital Art, Computer Literacy(for middle school only), Desk Top Publishing, Weightlifting, Architecture and Design, Fundamentals of Art, AP Studio Art (for high school only), Psychology (for high school only), Marine Biology (for high school only)

Expenditures

**BUDGETED**

\$2,486,855 1100 -3000 Teacher salaries and benefits

**ESTIMATED ACTUAL**

\$2,486,855.00

Action

2

Actions/Services

**PLANNED**

**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 groups.

**ACTUAL**

**Priority 7:**

We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well

Expenditures

**BUDGETED**

\$200,000.00 1100, 1300 2 Deans of Academics

**ESTIMATED ACTUAL**

\$200,000.00

Action

3

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

**ACTUAL**

**Priority 7:**

We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

**BUDGETED**

Duplicated expense, included in Goal 2 Action 1.

**ESTIMATED ACTUAL**

Action

4



Actions/Services

**PLANNED**

**Priority 7:**

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

**ACTUAL**

**Priority 7:**

We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have converted 500 of our Laptops to Chromebooks. Our teachers have participated in PD on Blended Learning.

Expenditures

**BUDGETED**

\$150,000.00 1100.Computer/Technology teacher salaries & benefits  
\$10,000.00 5863 Focused PD on Blended Learning

**ESTIMATED ACTUAL**

\$155,000.00

Action

5

Actions/Services

**PLANNED**

**Priorities 7 & 8:**

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.

**ACTUAL**

**Priorities 7 & 8:**

We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

\$10,000.00 :4325 Instructional Materials  
\$5,000.00 5814, Academics competitions

**ESTIMATED ACTUAL**

\$15,000.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

Our STEAM program has been effective as measured by our progress towards our student body participation in STEAM focused projects, experiment, model or demo. A significant step toward helping our students achieve their maximum potential involves providing challenging and curriculum relevant STEAM competitions. Last year and this year, our students participated in yet another successful competition (STEAM EXPO ), which allowed for all MPS wide and Southern California residents to attend STEAM events to explore STEAM through projects, demonstrations, visual and performing arts performances, and robotics competitions. Two of our STEAM educators received awards for their contributions to our communities.

Additionally, MSA 1 hosted an annual STEAM festival at our school site, to help showcase students' research projects and invite parents and community members to share in their success. MSA has a very strong Robotics program which helps prepare students to participate in VEX Robotics competitions. Our robotics team represented the USA in the 2016 VEX WORLD Robotics Competition at the Kentucky Exposition Center. They were ranked 116th in the World out of more than 16000 teams in the Oakland Vex Robotics Competition and were selected as one of the highest ranking in the state on Vex Robotics skills challenge and received an invitation to the World Competition. This year, our Robotics team, MAGNOBOTS, has expanded to 3 teams.

Furthermore, MAGNOBOTS was selected as one of the highest ranking in the state on Vex Robotics skills challenge and received invitation to the World's. The ranking data and participation data reflects that our students are expanding their role in STEAM community. Our STEAM participation has also spread into the classroom through more STEAM oriented projects. In our 7th grade history class this year, the teacher implemented a project where students researched a Renaissance Invention and then built a working model of that invention that involved engineering working parts. In our goal to move students toward STEAM participation, projects in all subject areas that speak to science, technology, engineering, and math are important for enriching our students' STEAM experiences. Our teachers all use technology, and this history project was a step toward integrating more engineering experiences in our humanities curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

# Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3:

- Number of School Site Council (SSC) meetings per year: 4
- Number of English Learner Advisory Committee (ELAC) meetings per year: 4
- Number of Parent Task Force (PTF) meetings per year: 4
- Number of activities/events for parent involvement per year: 5
- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6
- Percentage of students who have been home-visited by the teachers per year: 25%

#### Priority 5:

- ADA rate: 95%

### ACTUAL

#### Priority 3:

- Number of SSC meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of ELAC meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of PTF meetings held this school year: 6  
Current: 3 By the end of 2016-17: 7 (planned)
- Number of activities/events held for parent involvement this school year: 4  
Current: 4 By the end of 2016-17: 5 (planned)
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year: 5  
Current: 5 By the end of 2016-17: 6 (planned)
- Percentage of students who have been home-visited by the teachers this school year: 50%  
Current: 50% By the end of 2016-17: 50% (planned)
- ADA rate:

- Chronic absenteeism rate: 0%
- Middle school dropout rate: 0%
- High school dropout rate: 0%
- Four-year cohort graduation rate: 100%

**Priority 6:**

- Student suspension rate: 0%
- Student expulsion rate: 0%
- School experience survey participation rates:  
Students: 80% Families: 50% Staff: 80%
- School experience survey average approval rates  
Students: 80% Families: 80% Staff: 80%

2015-16: 95% Current: 97% By the end of 2016-17: 97% (projected)

- Chronic absenteeism rate:  
2015-16: 5% Current: 4% By the end of 2016-17: 5% (projected)
- Middle school dropout rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- High school dropout rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- Four-year cohort graduation rate:  
2015-16: 98% By the end of 2016-17: 100% (projected)

**Priority 6:**

- Student suspension rate:  
2015-16: 0.4% Current: 0% By the end of 2016-17: 0% (projected)
- Student expulsion rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- School experience survey participation rates:  
Students: 83% Families: 95% Staff: 93.6%
- School experience survey average approval rates  
Students: 63% Families: 94% Staff: 87%

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

**Priority 3:**

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

**ACTUAL**

**Priority 3:**

We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.

Expenditures	<b>BUDGETED</b> \$8,000.00 4720: Other food	<b>ESTIMATED ACTUAL</b> \$9,000.00
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Action **2**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>ACTUAL</b> <b>Priority 3:</b> We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, PTF meetings, SSC and ELAC meetings, Parent College Night, coffee with Admin, and parent conferences.
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Expenditures	<b>BUDGETED</b> \$8,000.00 4720: Other food	<b>ESTIMATED ACTUAL</b> \$9,000.00
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Action **3**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>ACTUAL</b> <b>Priority 3:</b> We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level (academic slips).
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Expenditures	<b>BUDGETED</b> \$25,000.00 5887 Coolsis	<b>ESTIMATED ACTUAL</b> \$25,000.00
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Action **4**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>ACTUAL</b> <b>Priority 3:</b> Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.
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Expenditures	<b>BUDGETED</b> \$20,000.00 3010: Home-visit stipends	<b>ESTIMATED ACTUAL</b> \$20,000.00
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Action **5**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> 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.	<b>ACTUAL</b> <b>Priority 5:</b> We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.
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Expenditures	<b>BUDGETED</b> \$160,000.00 1100 Dean of Culture/Life Skills salary & benefits,	<b>ESTIMATED ACTUAL</b> \$140,000.00
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Action **6**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>ACTUAL</b> <b>Priority 5:</b> We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
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Expenditures	<b>BUDGETED</b> \$55,000.00 1100 Attendance clerk salary & benefits	<b>ESTIMATED ACTUAL</b> \$55,000.00
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Action **7**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>ACTUAL</b> <b>Priority 5:</b> We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
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Expenditures	<b>BUDGETED</b> Duplicated expense: See Goal 1, Actions 10 & 12	<b>ESTIMATED ACTUAL</b> Duplicated expense: See Goal 1, Actions 10 & 12
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Action **8**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	<b>ACTUAL</b> <b>Priority 6:</b> We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.
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Expenditures	<b>BUDGETED</b> \$95,000.00 1100 Dean of Students salary & benefits	<b>ESTIMATED ACTUAL</b> \$95,000.00
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Action **9**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>ACTUAL</b> <b>Priority 6:</b> Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.
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Expenditures	<b>BUDGETED</b> \$5,000.00 5863 Teacher PD on classroom management,	<b>ESTIMATED ACTUAL</b> \$5,000.00
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Action **10**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.	<b>ACTUAL</b> <b>Priority 6:</b> We have administered school experience surveys to our students, parents, and staff.
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Expenditures

**BUDGETED**

\$2,000.00 5822 Panorama Education

**ESTIMATED ACTUAL**

\$2,000.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

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

Currently, our graduation rate is 100%. This success is due in part to the individualized attention we give to our high school students. Our College counselor creates a 4 year graduation plan for each of our students and keeps track of their classes during their high school years. We also hold parent information nights to inform parents about college, financial aid, and the application process. The sharing of information helps parents to connect and support their children. Additionally, English teachers support all 68 of our seniors in writing a personal statement and are involved in all aspects of their graduation process, and share in the success of our graduates' acceptance to a 4 year university or a private college. This creates a sense of connectedness between students, parents and staff. Our overall survey results reflect that student and family satisfaction has increased 30% and 4% respectively. Parents and students are very pleased with our overall quality of education, teacher support, and safe school environment. Overall, surveys reflected appreciation for our staff's work to help students with individualized attention and the school's efforts in preparing students for college. Additionally, the decrease in staff satisfaction by 6% revealed an area of need for our staff...many reported wanting to improve our school site and space for instructional and recreational activities. Nonetheless, most staff members commented on feeling very supported and acknowledged that our school approaches areas of weakness with the intent to improve them. Thus, our "connectedness" as a community is evident in the way our parents, students, and staff feel free to offer their feedback and have concerns addressed in a timely manner by the school.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

The Charter School has held its periodic meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with Admin, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 197 home visits during this school year and sought feedback from the parents for school improvement.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

**Priority 1:**  
 To ensure teachers are appropriately assigned and fully credentialed  
 To ensure students have sufficient access to standards-aligned instructional materials  
 To ensure school facilities are maintained in good repair

**Priority 2:**  
 To ensure implementation of state board adopted academic content and performance standards for all students, including English learners

**Priority 4:**  
 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments  
 To ensure EL students make annual progress in learning English  
 To ensure our students are college/career ready

**Priority 8:**  
 To ensure student proficiency in all courses

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

law and the charter				
<b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	<p>2015-16 (Actual):</p> <p>All Students: 30.9 points below level 3 English Learners: 70.3 points below level 3 Socioeconomically Disadvantaged: 34.9 points below level 3 Students with Disabilities: 111.5 points below level 3 African American: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) Hispanic: 56.3 points below level 3 White: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.)</p> <p>2016-17 (Projected):</p> <p>All Students: 23.0 points below level 3 English Learners: 50.3 points below level 3 Socioeconomically Disadvantaged: 27.9 points below level 3 Students with Disabilities: 91.5 points below level 3 Hispanic: 31.0 points below level 3</p>	<p>2017-18 (Expected):</p> <p>All Students: 16.0 points below level 3 English Learners: 30.0 points below level 3 Socioeconomically Disadvantaged: 20.0 points below level 3 Students with Disabilities: 71.0 points below level 3 Hispanic: 24.0 points below level 3</p>	<p>2018-19 (Expected):</p> <p>All Students: 10.0 points below level 3 English Learners: 20.0 points below level 3 Socioeconomically Disadvantaged: 10.0 points below level 3 Students with Disabilities: 61.0 points below level 3 Hispanic: 14.0 points below level 3</p>	<p>2019-20 (Expected):</p> <p>All Students: 5.0 points below level 3 English Learners: 10.0 points below level 3 Socioeconomically Disadvantaged: 5.0 points below level 3 Students with Disabilities: 50.0 points below level 3 Hispanic: 7.0 points below level 3</p>
<b>Priority 4:</b> Average Distance from	2015-16 (Actual):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

<p>Level 3 on CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>All Students: 48.4 points below level 3  English Learners: 86.9 points below level 3  Socioeconomically Disadvantaged: 52.7 points below level 3  Students with Disabilities: 122.1 points below level 3  Hispanic: 56.3 points below level 3  White: 35.9 points above level 3</p> <p>2016-17 (Projected):  All Students: 43.4 points below level 3  English Learners: 81.9 points below level 3  Socioeconomically Disadvantaged: 107.1 points below level 3  Students with Disabilities: 51.3 points below level 3  Hispanic: 30.9 points below level 3</p>	<p>All Students: 38.0 points below level 3  English Learners: 76.0 points below level 3  Socioeconomically Disadvantaged: 42.7 points below level 3  Students with Disabilities: 92.1 points below level 3  Hispanic: 46.3 points below level 3  White: 25.9 points above level 3</p> <p>2017-18 (Projected):  All Students: 33.0 points below level 3  English Learners: 70.0 points below level 3  Socioeconomically Disadvantaged: 95.0 points below level 3  Students with Disabilities: 41. points below level 3  Hispanic: 20.0 points below level 3</p>	<p>All Students: 30.0 points below level 3  English Learners: 65.0 points below level 3  Socioeconomically Disadvantaged: 32.0 points below level 3  Students with Disabilities: 80.0 points below level 3  Hispanic: 36.0 points below level 3  White: 15.0 points above level 3</p> <p>2018-19 (Projected):  All Students: 23.0 points below level 3  English Learners: 60.0 points below level 3  Socioeconomically Disadvantaged: 85.0 points below level 3  Students with Disabilities: 31. points below level 3  Hispanic: 10.0 points below level 3</p>	<p>All Students:20.0 points below level 3  English Learners: 55.0 points below level 3  Socioeconomically Disadvantaged: 22.0 points below level 3  Students with Disabilities: 70.0 points below level 3  Hispanic: 26.0 points below level 3  White: 5.0 points above level 3</p> <p>2018-19 (Projected):  All Students: 13.0 points below level 3  English Learners: 50.0 points below level 3  Socioeconomically Disadvantaged: 75.0 points below level 3  Students with Disabilities: 21. points below level 3  Hispanic: 5.0 points below level 3</p>
<p><b>Priority 4:</b>  Percentage of students meeting their growth targets on the MAP Reading assessment</p>	<p>2015-16 Fall to Spring (Actual):  All Students: 31%  English Learners: 5%  Socioeconomically Disadvantaged: 27%  Students with Disabilities: 3%  Hispanic: 27%  White: 78%</p> <p>2016-17 Fall to Spring (Projected):  All Students: 36%  English Learners: 10%  Socioeconomically Disadvantaged: 32%  Students with Disabilities:8%  Hispanic: 32%  White: 88%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 41%  English Learners: 15%  Socioeconomically Disadvantaged: 37%  Students with Disabilities: 13%  Hispanic: 37%  White: 93%</p>	<p>2018-19 (Expected):  All Students: 46%  English Learners: 20%  Socioeconomically Disadvantaged: 42%  Students with Disabilities:18%  Hispanic: 42%  White: 98%</p>	<p>2019-20 (Expected):  All Students: 51%  English Learners: 25%  Socioeconomically Disadvantaged: 47%  Students with Disabilities:23%  Hispanic: 47%  White: 100%</p>
<p><b>Priority 4:</b>  Percentage of students meeting their growth targets on the MAP Mathematics assessment</p>	<p>2015-16 Fall to Spring (Actual):  All Students: 23%  English Learners: 0%  Socioeconomically Disadvantaged: 17%  Students with Disabilities: 3%  Hispanic: 19%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 32%  English Learners: 10%  Socioeconomically Disadvantaged: 27%  Students with Disabilities:13%  Hispanic: 29%</p>	<p>2018-19 (Expected):  All Students: 37%  English Learners: 15%  Socioeconomically Disadvantaged: 32%  Students with Disabilities:18%  Hispanic: 34%</p>	<p>2019-20 (Expected):  All Students: 41%  English Learners: 20%  Socioeconomically Disadvantaged: 37%  Students with Disabilities:23%  Hispanic: 39%  White: 86%</p>

	<p>White: 67%</p> <p>2016-17 Fall to Spring (Projected):  All Students: 28%  English Learners: 5%  Socioeconomically Disadvantaged:  22%  Students with Disabilities: 8%  Hispanic: 24%  White: 71%</p>	White: 76%	White: 81%	
<p><b>Priority 4:</b>  Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p>	<p>2015-16 (Actual): 100%  2016-17 (Projected): 100%</p>	<p>2017-18 (Expected):  100%</p>	<p>2018-19 (Expected):  100%</p>	<p>2019-20 (Expected):  100%</p>
<p><b>Priority 4:</b>  Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>2016-17 (Actual):  50%</p>	<p>2017-18 (Expected):  55%</p>	<p>2018-19 (Expected):  60%</p>	<p>2019-20 (Expected):  65%</p>
<p><b>Priority 4:</b>  Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>2015-16 (Actual): 33%  2016-17 (Projected): 34%</p>	<p>2017-18 (Expected):  35%</p>	<p>2018-19 (Expected):  35%</p>	<p>2019-20 (Expected):  35%</p>
<p><b>Priority 4:</b>  Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher</p>	<p>2015-16 (Actual): 28%  2016-17 Projected: 30%</p>	<p>2017-18 (Expected):  32%</p>	<p>2018-19 (Expected):  33%</p>	<p>2019-20 (Expected):  35%</p>
<p><b>Priority 4:</b>  Percentage of students in grades 9-11 who will participate in the PSAT test</p>	<p>2016-17 (Actual):  100%</p>	<p>2017-18 (Expected):  100%</p>	<p>2018-19 (Expected):  100%</p>	<p>2019-20 (Expected):  100%</p>
<p><b>Priority 4:</b>  Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test</p>	<p>2016-17 (Actual):  40%</p>	<p>2017-18 (Expected):  45%</p>	<p>2018-19 (Expected):  50%</p>	<p>2019-20 (Expected):  55%</p>

<p><b>Priority 4:</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p>	<p>2015-16 (Actual): 55% 2016-17 (Projected): 60%</p>	<p>2017-18 (Expected): 65%</p>	<p>2018-19 (Expected): 70%</p>	<p>2019-20 (Expected): 75%</p>
<p><b>Priority 8:</b> Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p>	<p>2015-16 (Actual): 80% 2016-17 (Projected): 82%</p>	<p>2017-18 (Expected): 85%</p>	<p>2018-19 (Expected): 87%</p>	<p>2019-20 (Expected): 90%</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$30,000.00	Amount: \$30,000.00	Amount: \$30,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget: 5863	Budget: 5863	Budget: 5863



Reference

Reference

Reference

## Action 2

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priority 1:**

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

### BUDGETED EXPENDITURES

**2017-18**

Amount \$230,500.00

Source LCFF

Budget Reference 4100, 4200,4300, 4400

**2018-19**

Amount \$330,000.00

Source LCFF

Budget Reference 4100, 4200,4300, 4400

**2019-20**

Amount \$330,000.00

Source LCFF

Budget Reference 4100, 4200,4300, 4400



Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	Enrolment increase	Enrolment increase

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$160,000.00	Amount: \$250,000.00	Amount: \$250,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5615,5500, 2900, 3000	Budget Reference: 5615,5500, 2900, 3000	Budget Reference: 5615,5500, 2900, 3000

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	Enrollment increase	Enrolment increase

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$80,000.00	Amount: \$120,000.00	Amount: \$130,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863

Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>            Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b> \$10,000.00</p> <p><b>Source</b> LCFF Supp./Conc.</p> <p><b>Budget Reference</b> 4100, 4200, 4300,5863</p>	<p><b>Amount</b> \$10,000.00</p> <p><b>Source</b> LCFF Supp./Conc.</p> <p><b>Budget Reference</b> 4100, 4200, 4300,5863</p>	<p><b>Amount</b> \$10,000.00</p> <p><b>Source</b> LCFF Supp./Conc.</p> <p><b>Budget Reference</b> 4100, 4200, 4300,5863</p>

Action **6**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>                      Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount \$5,000.00</p> <p>Source LCFF Supp./Conc.</p>	<p>Amount \$5,000.00</p> <p>Source LCFF Supp./Conc.</p>	<p>Amount \$5,000.00</p> <p>Source LCFF Supp./Conc.</p>

Budget Reference

5863

Budget Reference

5863

Budget Reference

5863

### Action 7

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

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

### BUDGETED EXPENDITURES

**2017-18**

Amount \$20,000.00

Source LCFF Supp./Conc. Title1?

Budget Reference 3010

**2018-19**

Amount \$20,000.00

Source LCFF Supp./Conc. Title1?

Budget Reference 3010

**2019-20**

Amount \$20,000.00

Source LCFF Supp./Conc. Title1?

Budget Reference 3010

Action **8**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,000.00	Amount: \$20,000.00	Amount: \$20,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863



Action **9**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$320,000.00	Amount: \$320,000.00	Amount: \$320,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1300-3000-3010-5822	Budget Reference: 1300-3000-3010-5822	Budget Reference: 1300-3000-3010-5822

Action **10**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$80,000.00	<b>Amount</b> \$82,000.00	<b>Amount</b> \$84,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2900-3000	<b>Budget Reference</b> 2900-3000	<b>Budget Reference</b> 2900-3000

Action **11**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$40,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 3000, 5863	<b>Amount</b> \$40,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 3000	<b>Amount</b> \$40,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 3000

Action **12**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$62,000.00	Amount: \$62,000.00	Amount: \$62,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 1100, 4300, 5863, 5887	Budget Reference: 1100, 4300, 5863	Budget Reference: 1100, 4300, 5863

New

Modified

Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 7:**

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

#### **Priority 8:**

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

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students	2016-17 (Actual): 3.4%	2017-18 (Expected): 5%	2018-19 (Expected): 10%	2019-20 (Expected): 15%

<p>enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club</p>				
<p><b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p>	<p>2016-17 (Actual): 80%</p>	<p>2017-18 (Expected): 85%</p>	<p>2018-19 (Expected): 90%</p>	<p><b>N/A</b>2019-20 (Expected): 95%</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Enrolment increase	Enrolment increase

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,294,959	Amount \$2,766,772	Amount \$3,066,772

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100, 1300, 2400, 2900	Budget Reference	1100, 1300	Budget Reference	1100, 1300

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$200,000.00	Amount: \$200,000.00	Amount: \$200,000.00
Source: LCFF	Source: LCFF	Source: LCFF



Budget  
Reference

1100,1300, 2 deans of Academics

Budget  
Reference

1100,1300

Budget  
Reference

1100,1300

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 2.Action 1	<b>Amount</b> Included in Goal 2.Action 1	<b>Amount</b> Included in Goal 2.Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$10,000.00 Computer teachers salary included in Goal 2, Action 1	<b>Amount</b> \$10,000.00 Computer teachers salary included in Goal 2, Action 1	<b>Amount</b> \$10,000.00 Computer teachers salary included in Goal 2, Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5863, 1100,1300 PD, and 2 computer teachers	<b>Budget Reference</b> 5863	<b>Budget Reference</b> 5863



Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 7 &amp; 8:</b> 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.	Enrolment increase	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$105,000.00	Amount: \$150,000.00	Amount: \$150,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863, 5814, 5830, 4325	Budget Reference: 5863, 5814, 5830	Budget Reference: 5863, 5814, 5830

New

Modified

Unchanged

## Goal 3

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

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 3:**

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

#### **Priority 5:**

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

#### **Priority 6:**

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 6 By the end of 2016-17: 7 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of activities/events for parent involvement per	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5

year	5			
<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 23% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 97%	2018-19 (Expected): 97%	2019-20 (Expected): 97%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 4%	2018-19 (Expected): 4%	2019-20 (Expected): 4%
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0	2019-20 (Expected): 0
<b>Priority 5:</b> High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0	2019-20 (Expected): 0
<b>Priority 5:</b> Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	2017-18 (Expected): 100%	2018-19 (Expected): <b>100%</b>	2019-20 (Expected): 0
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 0.4% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0	2019-20 (Expected): 0
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 0%	2018-19 (Expected): 0	2019-20 (Expected): 0

	(Projected)			
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 80.3% Families: 50.5% Staff: 82.5%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2018-19 (Expected): Students: 90% Families: 75% Staff: 90%	2019-20 (Expected): Students: 90% Families: 80% Staff: 90%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 70.2% Families: 90.5% Staff: 80.3%	2017-18 (Expected): Students: 85% Families: 95% Staff: 85%	2018-19 (Expected): Students: 87% Families: 95% Staff: 87%	2019-20 (Expected): Students: 90% Families: 95% Staff: 90%



PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 8,000.00	Amount: 8,000.00	Amount: 8,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 4720	Budget Reference: 4720	Budget Reference: 4720

Action **2**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Duplicated expense Goal 3 Action1	<b>Amount</b> Goal 3, Action 1	<b>Amount</b> Goal 3, Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 4720	<b>Budget Reference</b> 4720	<b>Budget Reference</b> 4720

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$78,000.00	Amount: \$78,000.00	Amount: \$78,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5887 Technology Services	Budget Reference: 5887	Budget Reference: 5887

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Enrollment increase	Enrollment increase

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,000.00 Source: LCFF Supp./Conc. Budget Reference: 3010	Amount: \$30,000.00 Source: LCFF Supp./Conc. Budget Reference: 3010	Amount: \$30,000.00 Source: LCFF Supp./Conc. Budget Reference: 3010

Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$180,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300, Dean of cultures and Life skills teacher	<b>Amount</b> \$180,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300	<b>Amount</b> \$180,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300

Action **6**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$120,000.00 Source: LCFF Budget Reference: 2400 Office staff	Amount: \$120,000.00 Source: LCFF Budget Reference: 2400, office staff	Amount: \$120,000.00 Source: LCFF Budget Reference: 2400 office staff

Action **7**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$82,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 2900, 3000, 5822 College Counselor and Naviance	<b>Amount</b> \$82,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 2900, 3000, 5822 College Counselor and Naviance	<b>Amount</b> \$82,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 2900, 3000, 5822 College Counselor and Naviance

Action **8**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We will have 2 dean of students	We will have 2 dean of students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$95,000.00	Amount: \$200,000.00	Amount: \$200,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1100, 1300	Budget Reference: 1100, 1300	Budget Reference: 1100, 1300



Action **9**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,000.00	Amount \$5,000.00	Amount \$5,000.00
Source LCFF	Source LCFF	Source LCFF
Budget Reference 5863	Budget Reference 5863	Budget Reference 5863

Action **10**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$2,000.00	<b>Amount</b> \$2,000.00	<b>Amount</b> \$2,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5822 Panorama Education	<b>Budget Reference</b> 5822 Panorama Education	<b>Budget Reference</b> 5822 Panorama Education

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,318,664.00

Percentage to Increase or Improve Services:

32.62 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

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

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

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

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its

education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level. Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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



## Planned Actions/Services

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

## Location(s)

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

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

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

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

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

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

## Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

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

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

- (1) The number of 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 5 *CCR* 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).

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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



## Guiding Questions: Goals, Actions, and Services

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

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]; Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-2		
Contact Name and Title	Steven Keskindurk, Principal	Email and Phone	<a href="mailto:skeskinturk@magnoliapublicschools.org">skeskinturk@magnoliapublicschools.org</a> (818) 758-0300

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy-2 (MSA-2 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-2 currently has 454 students in grades 6-12, and mainly draws enrollment from Lake Balboa, CA and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves is facing economic challenges. MSA-2 has a diverse enrollment, including 83% Hispanic/Latino, 8% White, 91% Socioeconomically Disadvantaged, 19% Special Education, and 15% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, and school-to-university links.

### LCAP HIGHLIGHTS

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

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

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.

Increasing parent participation (Coffee, surveys, PT Conference, email and mail in ENG and SPAN, Parent College) has been and will continue to be a major goal for MSA-2

MSA-2 actively includes parents in the LCAP Process. Avenues for parental input include, SSC Meetings, Monthly PTF Meetings, ELAC Meetings, Parent Surveys, Middle School “Parent Nights”, Parent Informational Meetings (at least 5 per year) Parent College Visits, Parent College Program and Parent College Graduation Ceremony

Offering Students additional academic supports and interventions to all students will continue to be another major focus for MSA-2. Our After School Programs, Saturday School and Summer Program have become a part of our academic culture.

Intervention supports already exist at MSA-2. They include “Power Classes” ELD Curriculum, After School Tutoring, Zero Period, Saturday School and Summer School. Our next step is to refine the quality of our intervention programs. This would include analyzing and reviewing any changes needed to improve our intervention programs. This would include immediate collaboration with our Title 1 Teacher, ELD Coordinator, and Dean of Academics.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

### Area 1: College/ Graduation

Magnolia Science Academy 2 has a strong and well recognized college ready program. In fact MSA-2 received both a gold and silver ranking from U.S. News Best Ranked Schools. This success is based on the high percentage of students taking AP Courses and the college acceptance rate of MSA-2. The AP® participation rate at Magnolia Science Academy 2 is 52 percent. The student body makeup is 55 percent male and 45 percent female, and the total minority enrollment is 90 percent. Magnolia Science Academy 2 is 1 of 247 high schools in the Los Angeles Unified School District.

Our College acceptance rates are very good and MSA-2 has the reputation of local students being accepted to UCLA, USC, UC Berkeley, and even Princeton. MSA-2 needs to keep offering SAT Prep Courses, AP Courses and College Visits. These opportunities are necessary for our student population.

### Area-2: STEAM Participation

MSA-2 is a STEAM based school and its students participate in Science, Technology, and Art based projects in every grade level. In the 2017, MSA-2 Students participated and received medals in the Academic Decathlon Program. MSA-2 Vex Robotics Team competed in 2 regional competitions. MSA-2 is also sending 8 students to NY to compete in a STEAM based International Competition called the Genius Olympiads. MSA-2 also send students from its Fine Arts Program to STEAM Expo, Art Walk sponsored by CA Rep. Adrin Nazarian (District 46)

STEAM Participation is measured by in class science and art projects completed by all students. Projects are graded and often used as an alternative assessment. Students are also given certificates of completion and many projects receive medals. Our ultimate goal is to increase student participation in STEAM events to 100%

STEAM Coordinator: MSA-2 has a Science Coordinator that organized STEAM Competitions and STEAM Expos and Also VEX Robotics Tournaments

### Area-3: Parent participation

A noticeable area of progress from Parent Surveys is "Communication". MSA-2 sends out bilingual updates on very regular basis including hard mail, SchoolReach, and Mailchimp plus in person updates at our weekly "Coffee with the Principal" This year's Parent Satisfaction Survey that showed over 90% Parent Satisfaction Results. This was a sharp increase from the previous year. Some parent survey samples are

Parent #1 "CoolSIS, After School Programs and Coffee with the Principal Every Friday"

Parent #2 "It's a small school that helps students to reach more and more"

MSA-2 will continue to send out a bilingual newsletter to our parents once a month.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

### Area-1: Improve Student Satisfaction and School Climate

Even though MSA-2 significantly decreased the suspension rate which is less than one percent now, we still want to reduce bullying and student conflict incidents which in return will positively improve school culture and student satisfaction. Bullying and student conflicts are a primary source of suspensions in most schools. MSA-2 has taken the preventive action of addressing student emotional/social needs by having "Bullying and Conflict Resolution Presentations" for students and Conflict resolution workshops for parents. MSA-2 also partners with NCADD for a drug and alcohol awareness program for students and parents. Social and Emotional needs will also be addressed in our new "Life Skills" curriculum Staff will also be given PDs on "How to Identify Bullying and Conflict" inside a classroom setting. MSA-2 staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. The ultimate goal is to reduce the amount of bullying and student conflict incidents and maintain a near zero suspension rate. We will increase student, parent, and staff participation rates to the presentations, trainings, and professional development opportunities.

### Area-2: Improve in Math SBAC scores

During teacher/staff and data analyzing meetings, it was decided that improving math scores is an area of need.

Students will be given their past test scores for SBAC and MAP. The SSR/Advisory teachers will go over the results and set up individual goals with the students. Based on the scores, students will be placed in appropriate tiered intervention such as power classes, after school tutoring, or Saturday school.

Our intervention specialist (Title I Intervention teacher) will support teachers with additional resource when needed.

Special online programs will be used for intervention, such as ALEKS, which is an adaptive online program to target diverse needs of students.

**Area-3: Improve in ELA SBAC scores**

During teacher/staff and data analyzing meetings, it was decided that improving ELA scores is an area of need.

Students will be given their past test scores for SBAC and MAP. The SSR/Advisory teachers will go over the results and set up individual goals with the students. Based on the scores, students will be placed in appropriate tiered intervention such as power classes, after school tutoring, or Saturday school.

Our intervention specialist (Title I Intervention teacher) will support teachers with additional resource when needed.

Special online programs will be used for intervention and differentiation. Students will use MyOn, an online library, which will provides students access to variety of books based on student need and interest.

To target the level 1 and 2 students who are Spanish speakers, we have a Spanish speaking ELD teacher.

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

## PERFORMANCE GAPS

**Area-1: Suspension rate: Increased for Hispanic or Latino Students**

We recognized that our suspension rate has increased for Hispanic or Latino Students. Based on the feedback from administrative team, discipline committee, teachers and parents, we have come up with an action plan to reduce this rate.

As part of the action plan, we spent more resources in social-emotional needs by having Edge Coaching (life coaching program for at-risk students), life skills and anti-bullying conflict resolution programs for students.

As a result, our suspension rate has decreased.

**Area-2: ELA Average distance from Level-3: Too high for Students with disabilities**

In order to better address the learning gap for students with Special Needs, MSA-2 Admin Team and Resource Team will work with staff during weekly PDs and In Service days to review data and target students with specific services such as “Booster Classes” so that this gap can be decreased .

ELA students will also receive services and monitoring from our ELD Coordinator. Students will be supported by their general education and special education services. They are assigned variety of intervention options depending on their needs.

**Area-3: mathematics Average distance from Level-3: Too high for Students with disabilities**

Teachers will continue to receive ongoing training during professional development throughout the year (summer in service, staff professional development days, Tuesday PD’s)

Students will be supported by their general education and special education services. They are assigned variety of intervention options depending on their needs.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings  
 EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.  
 Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.  
 Charter School will provide academic supports and remediation, counseling, and social/emotional support to our students.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year	\$5,668,824.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,543,667.00 (Total)

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

\$4,636,192.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016–17

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

<b>Goal 1</b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

<p><b>Priority 1:</b></p> <ul style="list-style-type: none"><li>Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%</li><li>Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%</li><li>Percentage of items on facility inspection checklists in compliance/good standing: 90%</li></ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"><li>Percentage of state standards implementation for all students, including English learners: 100%</li></ul> <p><b>Priority 4:</b></p> <ul style="list-style-type: none"><li>For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017</li></ul>
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### ACTUAL

<p><b>Priority 1:</b></p> <ul style="list-style-type: none"><li>Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%</li><li>Percentage of students who have sufficient access to standards-aligned instructional materials: 100%</li><li>Percentage of items on facility inspection checklists in compliance/good standing: 90%</li></ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"><li>Percentage of state standards implementation for all students, including English learners: 100%</li></ul> <p><b>Priority 4:</b></p> <ul style="list-style-type: none"><li>The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.</li></ul>
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- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%
- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year
- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 50%
- Percentage of students in grades 9-11 who will participate in the PSAT test: 80%
- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%

	ELA/Literacy		Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	35%	40%	24%	29%
English Learners	2%	7%	5%	10%
Socioecon. Disadv.	33%	38%	22%	27%
Students w/ Disabilities	6%	11%	8%	13%
African American	N/A	N/A	N/A	N/A
Hispanic or Latino	31%	36%	21%	26%
White	48%	53%	36%	41%

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

	ELA/Literacy		Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	27%	32%	15%	20%
English Learners	8%	12%	2%	7%
Socioecon. Disadv.	27%	32%	15%	20%
Students w/ Disabilities	2%	7%	2%	7%
African American	N/A	N/A	N/A	N/A
Hispanic or Latino	25%	30%	15%	15%
White	25%	30%	6%	11%

- Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16 is 100%. We project a rate of 100% in 2016-17, too.  
2015-16: 94%      2016-17: 94% (projected)
- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.  
2015-16: 36%      2016-17: 31%
- Percentage of ELs reclassified to Fluent English Proficient (RFEP):  
2015-16: 30%      Current: 15%      By the end of 2016-17: 15% (projected)
- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 50% in 2016-17.  
2015-16: 40%      Current: N/A      By the end of 2016-17: 100%
- Percentage of students in grades 9-11 who have participated in the PSAT test: 99%
- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 8%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b></p> <p><b>Priority 1:</b></p> <p>Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p>	<p><b>ACTUAL</b></p> <p><b>Priority 1:</b></p> <p>All teacher credentials have been reviewed. We have supported six of our teachers for their credentialing needs. We are compliant with its teacher assignments.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$30,000.00 5863-BTSA expenses, EL authorization fees</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$20,000.00 9 teachers are in BTSA Program</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b></p> <p><b>Priority 1:</b></p> <p>Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</p>	<p><b>ACTUAL</b></p> <p><b>Priority 1:</b></p> <p>We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$250,000.00 4100-4200 Books 4300-supplies, materials 4400 Equipment</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$80,000.00 4100-4200 Books \$77,000.00 4300-supplies, materials \$36,000.00 4400 Equipment</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b></p> <p><b>Priority 1:</b></p>	<p><b>ACTUAL</b></p> <p><b>Priority 1:</b></p>



		Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.
Expenditures		<b>BUDGETED</b> \$50,000.00 5500 Janitorial Services, 5600 Maintenance, 2900, 3000 Custodian salary & benefits	<b>ESTIMATED ACTUAL</b> \$50,000.00
Action	<b>4</b>		
Actions/Services		<b>PLANNED</b> <b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>ACTUAL</b> <b>Priority 2:</b> Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)
Expenditures		<b>BUDGETED</b> \$7,500.00 Title I, MAP testing fees \$70,000.00 5800 Professional Development on CCSS	<b>ESTIMATED ACTUAL</b> \$57,000.00
Action	<b>5</b>		
Actions/Services		<b>PLANNED</b> <b>Priorities 2, 4, &amp; 7:</b> Charter school will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter Schools will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 7:</b> We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.
Expenditures		<b>BUDGETED</b> \$25,000.00 \$10,000.00 Title I, Flex Literacy for ELD Students \$10,000.00 4325 ELD core materials, supplemental materials \$5,000.00 5863 Focused PD on ELD standards	<b>ESTIMATED ACTUAL</b> \$20,000.00
Action	<b>6</b>		

Actions/Services

**PLANNED**

**Priorities 2, 4, & 7:**

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

**ACTUAL**

**Priorities 2, 4, & 7:**

Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

**BUDGETED**

\$5,000.00 5863 Professional Development on EL strategies

**ESTIMATED ACTUAL**

\$5,000.00

Action **7**

Actions/Services

**PLANNED**

**Priorities 2, 4, & 8:**

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

**ACTUAL**

**Priorities 2, 4, & 8:**

During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

**BUDGETED**

\$35,000.00 3010 Title I English and Math teacher salaries

**ESTIMATED ACTUAL**

\$35,000.00

Action **8**

Actions/Services

**PLANNED**

**Priorities 2, 4, & 8:**

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

**ACTUAL**

**Priorities 2, 4, & 8:**

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

Expenditures

**BUDGETED**

\$37,000.00 After school and Saturday ELA/math tutoring

**ESTIMATED ACTUAL**

\$20,000.00

Action

# 9

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priorities 2, 4, & 8:**

Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

**BUDGETED**

Duplicate of Goal 2, Action 2

**ESTIMATED ACTUAL**

Duplicate of Goal 2, Action 2

Action

# 10

Actions/Services

**PLANNED**

**Priority 4:**

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

**ACTUAL**

**Priority 4:**

Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

**BUDGETED**

\$70,000.00  
2900-3000 College Counselor Salary & Benefits

**ESTIMATED ACTUAL**

\$70,000.00

Action

# 11

Actions/Services

**PLANNED**

**Priority 4:**

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

**ACTUAL**

**Priority 4:**

Based on student needs and interests, we have offered the following AP courses this year: Based on student needs and interests, we have offered the following AP courses this year: AP Spanish Language and Culture, AP Spanish Literature and Culture, AP Computer Science, AP English Literature and Composition, AP English Language and Composition, AP United States History, AP United States Government and Politics, AP World History, AP Studio Art, AP Calculus AB, AP Calculus BC, AP Statistics.

Expenditures

**BUDGETED**

\$85,000.00  
1100 AP teacher add-on salaries  
4300 AP Course materials  
5863 AP workshops, test fees

**ESTIMATED ACTUAL**

\$45,000.00

Action

**12**

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priority 4:**

We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.

Expenditures

**BUDGETED**

\$70,000.00  
1100 Advisory/ College Readiness teacher salaries  
4320 Naviance College readiness  
3010 Myon

**ESTIMATED ACTUAL**

\$65,000.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes:  
The Intervention Programs have been effective towards our progress of reaching measurable goals. Our intervention specialist (Title I Intervention teacher) will support teachers with additional resource when needed. Special online programs will be used for intervention and differentiation. Students will use MyOn, an online library, which will provides students access to variety of books based on student need and interest. To target the level 1 and 2 students who are Spanish speakers, we have a Spanish speaking ELD teacher. Students will be taking the SBAC Interim assessments periodically and the results will be the means of measuring outcome and progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. One change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

### ACTUAL

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 5%
- Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

**PLANNED**

**Priority 7:**

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

**ACTUAL**

**Priority 7:**

We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest.

Elective Courses offered in 2016-2017 Include: AP Chemistry, AP Bio, AP Environmental Science, Statistics, Leadership, AP Computers, Digital Art, AP Studio Art (for high school only), Computer Literacy (for middle school only), Science Explorers, Math IV, Robotics, Psychology, and Life Skills for Middle School and Sports Class for Middle School.

Expenditures

**BUDGETED**

\$1,677,509.00  
1100 -3000 Teacher salaries and benefits

**ESTIMATED ACTUAL**

\$1,218,773.00

Action **2**

Actions/Services

**PLANNED**

**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 groups.

**ACTUAL**

**Priority 7:**

We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.

Expenditures

**BUDGETED**

\$80,000.00  
1100, 1300 Deans of Academics

**ESTIMATED ACTUAL**

\$70,000.00

Action **3**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

**ACTUAL**

**Priority 7:**

We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

**BUDGETED**

Duplicated expense, included in Goal 2 Action 1

**ESTIMATED ACTUAL**

Action **4**

Actions/Services

<p><b>PLANNED</b></p> <p><b>Priority 7:</b></p> <p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>
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<p><b>ACTUAL</b></p> <p><b>Priority 7:</b></p> <p>We offer Computer/Technology classes and/or blended learning experience for our students. MSA-2 offers Standards Computer Classed including the use of technology through Chromebooks in every class. Our use of "Blended Learning" includes the use of online programs like ALEKS, MYON, and StudySync. Each student has access to a Chromebook in every classroom. Our staff have participated in several "Blended Learning PDs.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>\$90,000.00</p> <p>\$70,000.00 1100 Computer/Technology teacher salaries &amp; benefits</p> <p>\$20,000.00 5863 Focused PD on Blended Learning</p>
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<p><b>ESTIMATED ACTUAL</b></p> <p>\$70,000.00</p>
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Action

5

Actions/Services

<p><b>PLANNED</b></p> <p><b>Priorities 7 &amp; 8:</b></p> <p>Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.</p>
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<p><b>ACTUAL</b></p> <p><b>Priorities 7 &amp; 8:</b></p> <p>We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.</p>
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Expenditures

<p><b>BUDGETED</b></p> <p>\$15,000.00</p> <p>\$10,000.00 4325 Instructional Materials</p> <p>\$5,000.00 5814 Academics competitions</p>
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<p><b>ESTIMATED ACTUAL</b></p> <p>\$11,000.00</p>
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ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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



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

The actions/services have been effective as measured by progress towards our annual measurable outcomes.

MSA-2 has an effective STEAM Program that is geared towards all students participating and progressing towards unique and individual creativity as well as achieving group synergy through group projects in science and art. These goals can be met by designing curriculum that is congruent with STEAM Expos and Art Expos, and Robotic Competitions.

MSA-2 is a STEAM based school and its students participate in Science , Technology, Math and Art based projects in every grade level. In the 2017, MSA-2 Students participated and received medals in the Academic Decathlon Program. MSA-2 Vex Robotics Team competed in 2 regional competitions. MSA-2 is also sending 8 students to New York to compete in a STEAM based International Competition called the Genius Olympiads. MSA-2 also send students from its Fine Arts Program to STEAM EXPO's, Art Walk sponsored by CA Rep. Adrin Nazarian (District 46)

STEAM Coordinator: MSA-2 has a Science Coordinator that organized STEAM Competitions and STEAM EXPO's and Also VEX Robotics Tournaments

STEAM Participation is measured by in class science and art projects completed by all students . Projects are graded and often used as an alternative assessment. Students are also given certificates of completion and many projects receive medals.Our ultimate goal is to increase student participation in STEAM events to 100%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

# Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3:

- Number of School Site Council (SSC) meetings per year: 4
- Number of English Learner Advisory Committee (ELAC) meetings per year: 4
- Number of Parent Task Force (PTF) meetings per year: 4
- Number of activities/events for parent involvement per year: 5
- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6
- Percentage of students who have been home-visited by the teachers per year: 25%

### ACTUAL

#### Priority 3:

- Number of SSC meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of ELAC meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of PTF meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of activities/events held for parent involvement this school year: 4  
Current: 4 By the end of 2016-17: 5 (planned)
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year: 5  
Current: 5 By the end of 2016-17: 6 (planned)
- Percentage of students who have been home-visited by the teachers this school year: 24%  
Current: 24% By the end of 2016-17: 25% (planned)

<p><b>Priority 5:</b></p> <ul style="list-style-type: none"> <li>ADA rate: 95%</li> <li>Chronic absenteeism rate: 0%</li> <li>Middle school dropout rate: 0%</li> <li>High school dropout rate: 0%</li> <li>Four-year cohort graduation rate: 100%</li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>Student suspension rate: 0%</li> <li>Student expulsion rate: 0%</li> <li>School experience survey participation rates: Students: 80% Families: 50% Staff: 80%</li> <li>School experience survey average approval rates Students: 80% Families: 80% Staff: 80%</li> </ul>
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<p><b>Priority 5:</b></p> <ul style="list-style-type: none"> <li>ADA rate: 2015-16: 95% Current: 97% By the end of 2016-17: 97% (projected)</li> <li>Chronic absenteeism rate: 2015-16: 5% Current: 4% By the end of 2016-17: 5% (projected)</li> <li>Middle school dropout rate: 2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)</li> <li>High school dropout rate: 2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)</li> <li>Four-year cohort graduation rate: 2015-16: 98% By the end of 2016-17: 100% (projected)</li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>Student suspension rate: 2015-16: 0.4% Current: 0% By the end of 2016-17: 0% (projected)</li> <li>Student expulsion rate: 2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)</li> <li>School experience survey participation rates: Students: 83.6% Families: 99.9% Staff: 89.7%</li> <li>School experience survey average approval rates Students: 78.0% Families: 95.0% Staff: 89.0%</li> </ul>
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**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

<p><b>PLANNED</b></p> <p><b>Priority 3:</b></p> <p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p>
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<p><b>ACTUAL</b></p> <p><b>Priority 3:</b></p> <p>We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.</p>
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Expenditures	<b>BUDGETED</b> \$10,000.00 4720 Other food	<b>ESTIMATED ACTUAL</b> \$9,000.00
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Action **2**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>ACTUAL</b> <b>Priority 3:</b> We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, parent teacher conferences PTF meetings, SSC and ELAC meetings, Parent College, and coffee with the principal.
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Expenditures	<b>BUDGETED</b> \$10,000.00 4720 Other food	<b>ESTIMATED ACTUAL</b> \$9,000.00
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Action **3**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>ACTUAL</b> <b>Priority 3:</b> We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level (Academic Daily Follow Up Forms).
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Expenditures	<b>BUDGETED</b> \$35,000.00 5887 CoolSIS	<b>ESTIMATED ACTUAL</b> \$35,000.00
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Action **4**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>ACTUAL</b> <b>Priority 3:</b> Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.
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Expenditures	<b>BUDGETED</b> \$20,000.00 3010 Home-visit stipends	<b>ESTIMATED ACTUAL</b> \$20,000.00
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Action **5**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> 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.	<b>ACTUAL</b> <b>Priority 5:</b> We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.
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Expenditures	<b>BUDGETED</b> \$140,000.00 1100 Dean of Culture and Life Skills teacher salary & benefits	<b>ESTIMATED ACTUAL</b> \$140,000.00
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Action **6**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>ACTUAL</b> <b>Priority 5:</b> We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
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Expenditures	<b>BUDGETED</b> \$55,000.00 1100 Attendance clerk salary & benefits	<b>ESTIMATED ACTUAL</b> \$55,000.00
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Action **7**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>ACTUAL</b> <b>Priority 5:</b> We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
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Expenditures	<b>BUDGETED</b> \$10,000.00 Fuel Ed and APEX credit recovery course fees	<b>ESTIMATED ACTUAL</b> \$10,000.00
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Action **8**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	<b>ACTUAL</b> <b>Priority 6:</b> We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.
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Expenditures	<b>BUDGETED</b> \$80,000.00 1100 Dean of Students salary & benefits	<b>ESTIMATED ACTUAL</b> \$80,000.00
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Action **9**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>ACTUAL</b> <b>Priority 6:</b> Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.
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Expenditures	<b>BUDGETED</b> \$15,000.00 5863 Teacher PD on classroom management	<b>ESTIMATED ACTUAL</b> \$10,000.00
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Action **10**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.	<b>ACTUAL</b> <b>Priority 6:</b> We have administered school experience surveys to our students, parents, and staff.
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Expenditures

**BUDGETED**

\$5,000.00  
5822 Panorama Education

**ESTIMATED ACTUAL**

\$2,000.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The key variables that allowed MSA-2 to demonstrate school connectedness. Include the following: MSA-2 decreased suspension rates significantly. Bullying and student conflicts are a primary source of suspensions in most schools. MSA-2 has taken the preventive action of addressing student emotional/social needs by having "Bullying and Conflict Resolution Presentations" for students and Conflict resolution workshops for parents. MSA-2 also partners with NCADD for a drug and alcohol awareness program for students and parents. Social and Emotional needs will also be addressed in our new "Life Skills" curriculum. Our goal is maintain a near zero suspension rate as well as reducing student conflict, bullying and potential illegal substance use. These actions directly impacted Connectedness by holding students accountable while giving them a means to improve through positive behavior acknowledgment in School Assemblies. A student that has a "Negative" behavior incident, can correct their actions by completing a behavior slip for one week and be in "Good Standing". Students that demonstrate "Positive Behaviors" are rewarded with "Fancy Free Fridays" Free Dress Pass.

Our High School Graduation rate is 100%. This benchmark can directly be attributed to our "College Readiness Program" which students start in the 8th grade with college campus visits. In 9th Grade, a four year college plan is started through our college counseling program which includes "College Nights", University Tours, FASFA Workshop, SAT Prep, and College Application Guidance.

MSA-2 (2017) College Applications had acceptances to over 7 UC Schools and 3 acceptances to IVY League Schools such as Brown University. MSA-2 has a special college culture where students, mostly from lower economic backgrounds share a tradition of attending college and many attend top schools like USC and UCLA which is a great indicator of student Connectedness.

Class of 2017, 34 students

Application Rate:%93.8

Not applied: %6.2

In total; 208 College applications submitted.

75 UC application

85 CSU application

28 Common App application

4 other state colleges application is submitted.

Another important indicator towards our Annual Measurable Outcomes are the Student, Staff and Parent Surveys. We can gage the connectedness of these 3 groups. As a school, Parent satisfaction improved 18% from the previous year with a 95% satisfaction rating which encourages more parent/school partnerships plus validates some of the positive changes made from last year. A noticeable area of progress from Parent Surveys is "Communication". MSA-2 sends out bilingual updates on very regular basis including hard mail, schoolreach, and mailchimp plus in person updates at our weekly "Coffee with the Principal"

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MSA-2 overall student satisfaction rate was 78% which was a 35% increase. Staff went up 10% and Parents increased by 15%. This can be attributed to several key factors such as New Food Service, 12 new security cameras, a full time security guard, new basketball courts, 2 required field trips for each grade level, Parent College Program for students, and the use of "Teach Boost" to help evaluate and guide teaching staff

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

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



# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

MSA-2 has held regular meetings this year to gather feedback from stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including several Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

**Priority 1:**  
 To ensure teachers are appropriately assigned and fully credentialed  
 To ensure students have sufficient access to standards-aligned instructional materials  
 To ensure school facilities are maintained in good repair

**Priority 2:**  
 To ensure implementation of state board adopted academic content and performance standards for all students, including English learners

**Priority 4:**  
 To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments  
 To ensure EL students make annual progress in learning English  
 To ensure our students are college/career ready

**Priority 8:**  
 To ensure student proficiency in all courses

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

<b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 45.8 points below level 3 English Learners: 85.5 points below level 3 Socioeconomically Disadvantaged: 48.4 points below level 3 Students with Disabilities: 128.1 points below level 3 African American: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) Hispanic: 47.9 points below level 3 White: 38.2 points below level 3  2016-17 (Projected): All Students: 40.8 points below level 3 English Learners: 80.5 points below level 3 Socioeconomically Disadvantaged: 43.4 points below level 3 Students with Disabilities: 123. points below level 3 Hispanic: 42.9 points below level 3 White: 33.2 points below level 3	2017-18 (Expected): All Students: 35.8 points below level 3 English Learners: 75.5 points below level 3 Socioeconomically Disadvantaged:38.4 points below level 3 Students with Disabilities: 118.1 points below level 3 Hispanic: 42.9 points below level 3 White: 33.2 points below level 3	2018-19 (Expected): All Students: 30.8 points below level 3 English Learners: 70.5 points below level 3 Socioeconomically Disadvantaged: 33.4 points below level 3 Students with Disabilities:113.1 points below level 3 Hispanic: 37.9 points below level 3 White: 28.2 points below level 3	2019-20 (Expected): All Students: 25.8 points below level 3 English Learners: 65.5 points below level 3 Socioeconomically Disadvantaged:28.4 points below level 3 Students with Disabilities: 108.1 points below level 3 Hispanic: 32.9 points below level 3 White: 23.2 points below level 3
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 82.6 points below level 3 English Learners: 131.0 points below level 3 Socioeconomically Disadvantaged:	2017-18 (Expected): All Students: 72.6 points below level 3 English Learners: 121.0 points below level 3 Socioeconomically Disadvantaged:	2017-18 (Expected): All Students: 67.6 points below level 3 English Learners: 116.0 points below level 3 Socioeconomically Disadvantaged:70.1 points below level	2017-18 (Expected): All Students: 62.6 points below level 3 English Learners: 111.0 points below level 3 Socioeconomically Disadvantaged: 65.1

	<p>85.1 points below level 3  Students with Disabilities: 168.7 points below level 3  Hispanic: 80.2 points below level 3  White: 64.9 points above level 3</p> <p>2016-17 (Projected):  All Students: 77.6 points below level 3  English Learners: 126.0 points below level 3  Socioeconomically Disadvantaged: 80.1 points below level 3  Students with Disabilities: 163.7 points below level 3  Hispanic: 75.2 points below level 3  White: 59.9 points above level 3</p>	<p>75.1 points below level 3  Students with Disabilities: 158.7 points below level 3  Hispanic: 70.2 points below level 3  White: 54.9 points above level 3</p>	<p>3  Students with Disabilities: 153.7 points below level 3  Hispanic: 65.2 points below level 3  White: 49.9 points above level 3</p>	<p>points below level 3  Students with Disabilities: 148.7 points below level 3  Hispanic: 60.2 points below level 3  White: 44.9 points above level 3</p>
<p><b>Priority 4:</b>  Percentage of students meeting their growth targets on the MAP Reading assessment</p>	<p>2015-16 Fall to Spring (Actual):  All Students: 52%  English Learners: 45%  Socioeconomically Disadvantaged: 53%  Students with Disabilities: 63%  Hispanic: 52%  White: 47%</p> <p>2016-17 Fall to Spring (Projected):  All Students: 53%  English Learners: 50%  Socioeconomically Disadvantaged: 54%  Students with Disabilities: 55%  Hispanic: 53%  White: 50%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 42%  English Learners: 55%  Socioeconomically Disadvantaged: 55%  Students with Disabilities: 55%  Hispanic: 55%  White: 55%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 55%  English Learners: 55%  Socioeconomically Disadvantaged: 55%  Students with Disabilities: 55%  Hispanic: 55%  White: 55%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 55%  English Learners: 55%  Socioeconomically Disadvantaged: 55%  Students with Disabilities: 55%  Hispanic: 55%  White: 55%</p>
<p><b>Priority 4:</b>  Percentage of students meeting their growth targets on the MAP Mathematics assessment</p>	<p>2015-16 Fall to Spring (Actual):  All Students: 36%  English Learners: 36%  Socioeconomically Disadvantaged: 37%  Students with Disabilities: 36%  Hispanic: 36%  White: 35%</p> <p>2016-17 Fall to Spring (Projected):</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 45%  English Learners: 45%  Socioeconomically Disadvantaged: 45%  Students with Disabilities: 45%  Hispanic: 45%  White: 45%</p>	<p>2018-19 Fall to Spring (Expected):  All Students: 50%  English Learners: 50%  Socioeconomically Disadvantaged: 50%  Students with Disabilities: 50%  Hispanic: 50%  White: 50%</p>	<p>2019-20 Fall to Spring (Expected):  All Students: 45%  English Learners: 55%  Socioeconomically Disadvantaged: 55%  Students with Disabilities: 55%  Hispanic: 55%  White: 55%</p>

	All Students: 40% English Learners: 40% Socioeconomically Disadvantaged: 40% Students with Disabilities: 40% Hispanic: 40% White: 40%			
<b>Priority 4:</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2015-16 (Actual): 94% 2016-17 (Projected): 94%	2017-18 (Expected): 95%	2018-19 (Expected): 95%	2019-20 (Expected): 95%
<b>Priority 4:</b> Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 31%	2017-18 (Expected): 35%	2018-19 (Expected): 40%	2019-20 (Expected): 45%
<b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 30% 2016-17 (Projected): 15%	2017-18 (Expected): 20%	2018-19 (Expected): 25%	2019-20 (Expected): 30%
<b>Priority 4:</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): 40% 2016-17 Projected: 100%	2017-18 (Expected): 50%	2018-19 (Expected): 50%	2019-20 (Expected): 50%
<b>Priority 4:</b> Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 99%	2017-18 (Expected): 95%	2018-19 (Expected): 95%	2019-20 (Expected): 95%
<b>Priority 4:</b> Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 8%	2017-18 (Expected): 15%	2018-19 (Expected): 20%	2019-20 (Expected): 25%
<b>Priority 4:</b> Percentage of graduating	2015-16 (Actual): 47% 2016-17 (Projected): 47%	2017-18 (Expected): 55%	2018-19 (Expected): 60%	2019-20 (Expected): 65%

<p>seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments</p>				
<p><b>Priority 8:</b> Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p>	<p>2015-16 (Actual): 71% 2016-17 (Projected): 75%</p>	<p>2017-18 (Expected): 80%</p>	<p>2018-19 (Expected): 85%</p>	<p>2019-20 (Expected): 90%</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$35,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5863 (Professional Development)	<b>Amount</b> \$80,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5863 (Professional Development)	<b>Amount</b> \$80,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5863 (Professional Development)

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$200,000.00	<b>Amount</b> \$250,000.00	<b>Amount</b> \$250,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 4100, 4200, 4300, 4400 (Instructional supplies)	<b>Budget Reference</b> 4100, 4200, 4300, 4400 (Instructional supplies)	<b>Budget Reference</b> 4100, 4200, 4300, 4400 (Instructional supplies)



Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	Enrollment Increase	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$7,000.00 Duplicate of Goal 2, Action 1	<b>Amount</b> \$15,000.00 Duplicate of Goal 2, Action 1	<b>Amount</b> \$15,000.00 Duplicate of Goal 2, Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5615, 2900, 3000	<b>Budget Reference</b> 5615, 2900, 3000	<b>Budget Reference</b> 5615, 2900, 3000

Action **4**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Duplicate of Goal 1, Action 1	<b>Amount</b> Duplicate of Goal 1, Action 1	<b>Amount</b> Duplicate of Goal 1, Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5863	<b>Budget Reference</b> 5863	<b>Budget Reference</b> 5863

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 7:</b> Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2	<b>Amount</b> Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2	<b>Amount</b> Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> 4100, 4200, 4300, 5863	<b>Budget Reference</b> 4100, 4200, 4300, 5863	<b>Budget Reference</b> 4100, 4200, 4300, 5863

Action **6**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>            Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b> Duplicate of Goal 1, Action 1</p>	<p><b>Amount</b> Duplicate of Goal 1, Action 1</p>	<p><b>Amount</b> Duplicate of Goal 1, Action 1</p>
<p><b>Source</b> LCFF Supp./Conc.</p>	<p><b>Source</b> LCFF Supp./Conc.</p>	<p><b>Source</b> LCFF Supp./Conc.</p>
<p><b>Budget</b> 5863</p>	<p><b>Budget</b> 5863</p>	<p><b>Budget</b> 5863</p>

Reference

Reference

Reference

## Action 7

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

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

### BUDGETED EXPENDITURES

**2017-18**

Amount

Duplicate of Goal 1, Action 1

Source

LCFF Supp./Conc.

Budget Reference

5863

**2018-19**

Amount

Duplicate of Goal 1, Action 1

Source

LCFF Supp./Conc.

Budget Reference

5863

**2019-20**

Amount

Duplicate of Goal 1, Action 1

Source

LCFF Supp./Conc.

Budget Reference

5863

Action **8**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Duplicate of Goal 1, Action 1	<b>Amount</b> Duplicate of Goal 1, Action 1	<b>Amount</b> Duplicate of Goal 1, Action 1
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> 5863	<b>Budget Reference</b> 5863	<b>Budget Reference</b> 5863

Action **9**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$81,000.00 and Duplicate of Goal 2, Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1300, 3000, 5822 (Professional services)	<b>Amount</b> \$81,000.00 and Duplicate of Goal 2, Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1300, 3000, 5822 (Professional services)	<b>Amount</b> \$81,000.00 and Duplicate of Goal 2, Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1300, 3000, 5822 (Professional services)

Action **10**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Duplicate of Goal 2, Action 1	<b>Amount</b> Duplicate of Goal 2, Action 1	<b>Amount</b> Duplicate of Goal 2, Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2900, 3000, College Counselor	<b>Budget Reference</b> 2900, 3000, College Counselor	<b>Budget Reference</b> 2900, 3000, College Counselor



Action **11**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Duplicate of Goal 1, Action 1 Duplicate of Goal 2, Action 1	<b>Amount</b> Duplicate of Goal 1, Action 1 Duplicate of Goal 2, Action 1	<b>Amount</b> Duplicate of Goal 1, Action 1 Duplicate of Goal 2, Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100, 3000, 5863	<b>Budget Reference</b> 1100, 3000, 5863	<b>Budget Reference</b> 1100, 3000, 5863

Action **12**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> 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.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2 Duplicate of Goal 2, Action 1 Duplicate of Goal 3, Action 3	<b>Amount</b> Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2 Duplicate of Goal 2, Action 1 Duplicate of Goal 3, Action 3	<b>Amount</b> Duplicate of Goal 1, Action 1 Duplicate of Goal 1, Action 2 Duplicate of Goal 2, Action 1 Duplicate of Goal 3, Action 3
<b>Source</b>	LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b>	1100, 4300, 5863, 5887	<b>Budget Reference</b> 1100, 4300, 5863, 5887	<b>Budget Reference</b> 1100, 4300, 5863, 5887

New

Modified

Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 7:**

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

#### **Priority 8:**

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

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students	2016-17 (Actual): 5%	2017-18 (Expected): 10%	2018-19 (Expected): 10%	2019-20 (Expected): 10%

<p>enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club</p>				
<p><b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	Enrollment Increase	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,126,667.00	Amount: \$3,400,000.00	Amount: \$3,700,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1100, 1300, 2400, 2900, 3000	Budget Reference: 1100, 1300, 2400, 2900, 3000	Budget Reference: 1100, 1300, 2400, 2900, 3000

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Duplicate of Goal 2, Action 1	<b>Amount</b> Duplicate of Goal 2, Action 1	<b>Amount</b> Duplicate of Goal 2, Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100, 1300, Dean of Academics	<b>Budget Reference</b> 1100, 1300, Dean of Academics	<b>Budget Reference</b> 1100, 1300, Dean of Academics

Action **3**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 2 Action 1	<b>Amount</b> Included in Goal 2 Action 1	<b>Amount</b> Included in Goal 2 Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300

Action **4**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priority 7:</b></p> <p>Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b></p> <p>Included in Goal 1 Action 1 Included in Goal 2 Action 1</p>	<p><b>Amount</b></p> <p>Included in Goal 1 Action 1 Included in Goal 2 Action 1</p>	<p><b>Amount</b></p> <p>Included in Goal 1 Action 1 Included in Goal 2 Action 1</p>
<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>	<p><b>Source</b></p> <p>LCFF</p>
<p><b>Budget Reference</b></p> <p>5863, 1100,1300 PD, and computer teacher</p>	<p><b>Budget Reference</b></p> <p>5863, 1100,1300 PD, and computer teacher</p>	<p><b>Budget Reference</b></p> <p>5863, 1100,1300 PD, and computer teacher</p>



Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 7 &amp; 8:</b> 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.	Enrollment Increase	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$22,000.00 and Included in Goal 1 Action 1 Included in Goal 2 Action 1	<b>Amount</b> \$27,000.00 and Included in Goal 1 Action 1 Included in Goal 2 Action 1	<b>Amount</b> \$27,000.00 and Included in Goal 1 Action 1 Included in Goal 2 Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5863, 4325, 5814 (School programs), 5830 (Field trips)	<b>Budget Reference</b> 5863, 4325, 5814 (School programs), 5830 (Field trips)	<b>Budget Reference</b> 5863, 4325, 5814 (School programs), 5830 (Field trips)

New

Modified

Unchanged

## Goal 3

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

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 3:**

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

#### **Priority 5:**

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

#### **Priority 6:**

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of activities/events for parent involvement per	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5

year				
<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 23% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 97%	2018-19 (Expected): 97%	2019-20 (Expected): 97%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 4%	2018-19 (Expected): 4%	2019-20 (Expected): 4%
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 5:</b> High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 5:</b> Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 0.4% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%

	(Projected)			
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 80.3% Families: 50.5% Staff: 82.5%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2018-19 (Expected): Students: 85% Families: 70% Staff: 87%	2019-20 (Expected): Students: 85% Families: 80% Staff: 90%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 70.2% Families: 90.5% Staff: 80.3%	2017-18 (Expected): Students: 85% Families: 95% Staff: 85%	2018-19 (Expected): Students: 85% Families: 70% Staff: 87%	2019-20 (Expected): Students: 85% Families: 80% Staff: 90%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 1 Action 2 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 4720	<b>Amount</b> Included in Goal 1 Action 2 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 4720	<b>Amount</b> Included in Goal 1 Action 2 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 4720

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 1 Action 2	<b>Amount</b> Included in Goal 1 Action 2	<b>Amount</b> Included in Goal 1 Action 2
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 4720	<b>Budget Reference</b> 4720	<b>Budget Reference</b> 4720

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$72,000.00	<b>Amount</b> \$72,000.00	<b>Amount</b> \$72,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5887 Technology Services	<b>Budget Reference</b> 5887 Technology Services	<b>Budget Reference</b> 5887 Technology Services

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	Enrollment Increase	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 2 Action 1	<b>Amount</b> Included in Goal 2 Action 1	<b>Amount</b> Included in Goal 2 Action 1
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> 3010	<b>Budget Reference</b> 3010	<b>Budget Reference</b> 3010



Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300, Dean of students and dean of cultures	<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300, Dean of students and dean of cultures	<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300, Dean of students and dean of cultures

Action **6**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 2400 Office Staff	<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 2400 Office Staff	<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 2400 Office Staff

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 1 Action 2 <b>Source</b> LCFF <b>Budget Reference</b> Fuel Ed and APEX credit recovery course fees	<b>Amount</b> Included in Goal 1 Action 2 <b>Source</b> LCFF <b>Budget Reference</b> Fuel Ed and APEX credit recovery course fees	<b>Amount</b> Included in Goal 1 Action 2 <b>Source</b> LCFF <b>Budget Reference</b> Fuel Ed and APEX credit recovery course fees

Action **8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We will have Dean of Students and Supervision Support Staff	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 2 Action 1	<b>Amount</b> Included in Goal 2 Action 1	<b>Amount</b> Included in Goal 2 Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300

Action **9**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 1 Action 1	<b>Amount</b> Included in Goal 1 Action 1	<b>Amount</b> Included in Goal 1 Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5863	<b>Budget Reference</b> 5863	<b>Budget Reference</b> 5863

Action **10**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 1 Action 9 <b>Source</b> LCFF <b>Budget Reference</b> 5822 Panorama	<b>Amount</b> Included in Goal 1 Action 9 <b>Source</b> LCFF <b>Budget Reference</b> 5822 Panorama	<b>Amount</b> Included in Goal 1 Action 9 <b>Source</b> LCFF <b>Budget Reference</b> 5822 Panorama

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,047,652.00

Percentage to Increase or Improve Services:

29.19%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

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

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

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

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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



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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

## Location(s)

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

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

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

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

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

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

## Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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



## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

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

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

- (1) The number of 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 5 *CCR* 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).

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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

LCAP Year  2017-18  2018-19  2019-20

## Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-3		
Contact Name and Title	Ms. Shandrea Daniel, Principal	Email and Phone	<a href="mailto:sdaniel@magnoliapublicschools.org">sdaniel@magnoliapublicschools.org</a> 310-310-637-3806

### [2017-20 Plan Summary](#)

#### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy 3 is located in Carson (MSA-3). We have a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Next year we will include athletics! MSA-3 was founded in fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space co-locating with Curtis Middle School under proposition 39.

MSA welcomes students on a first come first serve basis. Our mission statement reflects a standards-based educational model that adheres to executing our LCAP with actionable goals and plans to ensure all of our students are equitably served. Our goals include teaching our students life & classroom lessons to prepare them to be college and career ready skills after graduation, be independent and innovative thinkers, we encourage them to be a community and strive for connectedness and to show pride, respect, responsibility in all that they accomplish and do over time.

Currently MSA-3 is serving 425 students from grades 6 through 12 and celebrated its first graduation with a class of 13 students in 2014. 82% of MSA-3 students are qualified free and reduced lunch program. We have a diverse student population with 49% Hispanics, 43% African Americans, 5.1% English Learners, 10.3% of our students have Disabilities and .7% Foster youth. All of our teachers are credentialed and teaching within their subject matter and have enriched their experience with teaching a variety of STEAM based electives. They also receive over 40 hours of professional development to help them gain powerful insight to assist their students within and outside of the classroom. Classroom instruction at MSA-3 is supplemented by tutoring, after-school programs, and school-to-university links.

Our parents are highly involved with Parent Task Force, Parent College, Parent Workshops, Coffee with the Principal Meetings, ELAC (English Learners Advisory Committee), SSC (School Site Council), and our Volunteer Champions. Our students enjoy taking courses that satisfy the A-G requirements and are UC and CSU accepted so they can be well versed and prepared for the transition to college. Our after school program offers a variety of clubs and sports to help them prepare for college and to be financially and emotionally prepared for college life.

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

#### LCAP HIGHLIGHTS

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

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

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College. Giving parents the tools and knowledge to support their children while receiving rigorous education and making financial plans to support their child when they go to college.
- The need to continue our improvements in designated/integrated English Learner services.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring Programs such as power Math, power English, RTI, tutoring, hand home visits.
- Providing counseling and positive behavior intervention to support services to our students with Chess, Etiquette, Edge Coaching, and a well-organized PBIS plan.
- Keeping effective teachers and improving teacher observation and evaluation systems. Along with providing them with strategic professional development with thoughtful input and development for growth and successful implementation.
- The Charter School has also worked on its annual measurable outcomes to set targets in areas of greatest need and to close the achievement gaps; this includes high school graduation rate above 90%, suspension and expulsion less than 1%, 91% college attendance rate, 92% of all students are eligible for UC/CSU.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

### Academics, College Readiness & Intervention:

- All English and Math classes have computer carts for students to use Chrome Books daily, Study Sync, MyOn, Khan Academy, TCI, Power English and Math. Full-time ELD Coordinator and RTI Coordinator.
  - Teacher led symposiums, over 40 hours of professional development for each teacher throughout the year.
  - Specialty/Intervention clubs and electives (robotics, steam, band, chess, etiquette)
  - Life skills - Character Counts Education for middle school students to help with character, organizational functioning skills and creativity.
  - STEAM Programs/Classes – (Digital arts, Science Explorers, Intro to Engineering, Advanced Math, Graphic Art and Design)
- SBAC Growth: Increased the percentage of students who score proficient or above in English and Math on the CAASPP assessment system. We had the highest amount of growth and percentage of students who had standard met and exceeded in the city of Carson, compared to other Middle Schools.
- 2014-2015 Overall Math Proficient was 13%, and the 2015-2016 Overall Math Proficient was 22%. That is an 9% increase in growth.
  - 2014-2015 Overall English Proficient was 22%, and the 2015-2016 overall English proficient was 43%. That is a 21% growth.
  - 2nd highest growth and points increase out of 10 schools.
  - EL Learners gained growth also.

### Parent & Student Engagement:

- Orientation, over 350 parents in attendance.
- Back to School Night, over 250 parents in attendance.
- Coffee with Administration with an average of 10-20 parents each week to review and work on building engagement.
- Home visits, over 180 home visited.
- Parent workshops, over 25 classes for parents on how to raise social-emotionally healthy children and how to get them to and through college.
- Parent college
- Field Trips, Competitions, Events: Mt. Wilson Observatory, Robotics Competitions in San Diego, College Trips, Chess Tournaments, College & Career Day, Dr. Christine Mann Darden Day (Hidden Figure).

### Building Culture:

- Charter Renewal was successful after some time working with the districts. It made our families, teachers and students bond and really fight for their effort to be in a charter school.
- 3<sup>rd</sup> place in the Science Category for the Steam Expo.
- Art Top Winner, Best of Show for the Steam Expo.
- Two teachers won Teacher of the Year at the Steam Expo.
- Over 10 field trips to California Colleges (6<sup>th</sup> grade -12<sup>th</sup> grade)
- Teacher mentor and edge coaching for new teachers.
- Electives increased: Coding, Robotics, Band, Graphic Design, Science Explorers, Drama.
- Civic Engagement for students, public support from Juwane Hilton, each senior work towards 40 hours of community service. Almost 200 students participating in community/civic events.
- Honored and had a Steam gala for Dr. Christine Man Darden who was in the book, Hidden Figure and she worked for NASA. Students in all subject matters presented their projects and ideas to Dr. Darden.

- Goal 1: Students will pursue academic excellence and be college & career ready:

1. Increased the percentage of students who score proficient or above in English and Math on the CAASPP assessment system. We had the highest amount of growth and percentage of students who had standard met and exceeded in the city of Carson, compared to other Middle Schools.

- 2014-2015 Overall Math Proficient was 13%, and the 2015-2016 Overall Math Proficient was 22%. That is an 9% increase in growth.
- 2014-2015 Overall English Proficient was 22%, and the 2015-2016 overall English proficient was 43%. That is a 21% growth.
- 2<sup>nd</sup> highest growth and points increase out of 10 schools
- EL Learners gained growth also.

2. Increased the percentage of students who are on track to be college and career ready.

All Students			
Student Performance	Number of Students	Status	Change
Blue	48	Very High 97.9%	Increased Significantly +17.9%

Socioeconomically Disadvantaged			
Student Performance	Number of Students	Status	Change
Blue	48	Very High 97.9%	Increased Significantly +5.6%

Hispanic			
Student Performance	Number of Students	Status	Change
Blue	34	Very High 97.1%	Increased Significantly +15.2%

College and Career Readiness (3-8) Status and Change Report							
All Students - ELA (Grade 11)				All Students - Mathematics (Grade 11)			
Student Performance	Number of Students	Status	Change	Student Performance	Number of Students	Status	Change
-	41	18.3 points above level 3	61.6 points	-	41	- 90.3 points below level 3	21 points

- 2015-2016 CSU & College Acceptance was 54% and the 2016-2017 is above 68%. This year students were accepted to over 40 different UC's, Private Schools, & Historically Black Colleges & Universities.

3. Graduation from High School is above 90%.

4. Suspension rate is lower than 1%:

- Intervention Programs consist of our Etiquette and Leadership course, Chess classes to help with patience and problem solving, and edge coaching to help our students and next year teachers gain executive level functioning skills to make their academic goals come true and resolve conflict.

5. Stakeholder satisfaction has improved and we hope to continue to gain momentum and continue to grow. The major achievement is in the area of school culture. Students, parents, and staff are happier and more committed to positive student outcomes than ever before in our observation.

- Increase in staff participation and less than 5% in reaching our goal for students and family participation rates. With more preparation we can make our goal next year by offering a streamlined process for advisory/ssr class teachers and the Dean of Students to champion the participation rates.
- Strategically analyzed comments to determine how to improve more:
  1. **Students:** 33% increase can be attributed to allowing students opportunities to provide feedback, have more lunch activities and ideas, as well as allowing more uniform options.
    - Safety-decreasing negative interactions and increasing the positive interactions.
    - Food options-a better vendor who offers fresh, variety of choices.
    - Increase High School activities, more positive reinforcement for students who are behaving, more field trips, and more preparation for college.
  2. **Parents:** 26% increase can be attributed to the events for parents like parent college, community day, family potluck day, and providing an outlet for concerns and options for parents during coffee with the principal. They like the diversity of the students, it feels like a family and they like admin.
  3. **Teachers:** 26% increase can be attributed to transparency, teambuilding and professional development by their peers. They want more Accountability, Communication, Consistency in consequences and rules,

parent involvement, and professional development. Would like the staff to work as a team.

Referring to the LCFE Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

### Enrollment:

- Increasing our students back between 460-475 or higher. Enrollment decreased due to charter renewal process, lack of sports and rigorous courses/dual enrollment for high school.

### Survey Satisfaction:

- 2016-2017 Current Year Overall Satisfaction Rates:
  - Student: 63%
  - Family: 86%
  - Staff: 76%
- 2015-2016 Prior Year Overall Satisfaction Rates:
  - Student: 30%
  - Family: 60%
  - Staff: 49%
- Next Year Overall Satisfaction Targets:
  - Student: ≥80.0%
  - Family: ≥80.0%
  - Staff: ≥80.0%

### Stronger Behavior & Social-emotional intervention Needed:

- PBIS
- Anti-Bullying
- Etiquette class/Chess class
- Edge coaching/Peer Mentor
- Guidance/College Counselor
- Why? Safety is a top priority and ensuring we have enough support staff, intervention and social-emotional development to increase:
  - Topic 1: Climate of Support for Academic Learning: Students 63%, Families 91%, Staff 86%
  - Topic 2: Knowledge and Fairness of Discipline, Rules and Norms: Students 55%, Family 85%, Staff 57%
  - Topic 3: Safety: Students 55%, Families 89%, Staff 37%
  - Topic 4: Sense of Belonging (School Connectedness): Students 46%, Families 86%, Staff 75%
  - Topic 5: Growth Mindset: 55%
  - Topic 6: Self-Efficacy: 55%
  - Topic 7: Self-Management: 67%
  - Topic 8: Social Awareness: 56%

### Academic & State Testing Improvement:

Improve proficient in every grade level and sub-group. There is a strong commitment to taking the next steps that will result in improved proficiency in Math, Science and English. Though many students are being accepted into college, the SAT scores are below average, as our proficiency rates in core subjects.

- AP Passage rate needs to increase.
- Increase High School Graduation back to 100%.
- Attrition rate from 8<sup>th</sup>-9<sup>th</sup> grade is over 70%.
- Revamp the ssr and life skills/get ready for life curriculum.
- Yearly, 5 year, and 10 year plan based on skills and common core standards required so they complete and exceed the college readiness test by 11<sup>th</sup> grade.

### Teacher Support and Development:

- Professional Development needed; proposing 40 hours for each employee which includes:
  - BTS/Clearance of credential
  - Leadership development
  - Teambuilding
  - Co-creational self-efficacy, conversational development
  - Magnolia Public School protocols, policies, and procedures: on-boarding, SBAC, LCAP, LCFE, LACOE, Coolsis, Safety (emergency evacuation), child mandated, parent etiquette, technology programs (MYOn, Study Sync, Teach boost, Illuminate).
  - Group coaching for departments
  - Individual coaching classroom management
  - Curriculum, lesson planning, time management, block scheduling common core development.



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

More analysis is needed to determine performance gaps; but each group needs to grow to meet the proficient expectations. The subgroup English and Math proficiency level is lower than the entire group. With the proper staff and intervention goals in place we can see an upward trajectory, if that is taken away it takes away the progress and furthers the gap to inhibit growth.

- 2015-2016 CSU & College Acceptance was 54% and the 2016-2017 is above 68%. This year students were accepted to over 40 different UC's, Private Schools, & Historically Black Colleges & Universities. We can increase that with a dedicated person and someone to help with grants and scholarships. Some students choose a community college because they do not feel they can afford it.
- All subgroups improved however they are not meeting the standard of 50% or higher in standards met or proficient. Utilizing our ICA's and IAB to determine their progress in reaching the standard and using internal data from our MAP testing to make goals and road maps to help students and teachers know how to progress.

**ELA SUB-GROUPS & ALL**

All Students			
Student Performance	Number of Students	Status	Change
Yellow	264	Low 23.8 points below level 3	Increased Significantly +43.6 points

Hispanic			
Student Performance	Number of Students	Status	Change
Yellow	108	Low 13.3 points below level 3	Increased Significantly +50.6 points

African American			
Student Performance	Number of Students	Status	Change
Yellow	133	Low 34 points below level 3	Increased Significantly +36.1 points

Students with Disabilities			
Student Performance	Number of Students	Status	Change
-	25	Very Low 85.8 points below level 3	Increased Significantly +53.4 points

Socioeconomically Disadvantaged			
Student Performance	Number of Students	Status	Change
Yellow	206	Low 28.7 points below level 3	Increased Significantly +43.7 points

English Learners			
Student Performance	Number of Students	Status	Change
Yellow	51	Low 37.5 points below level 3	Increased Significantly +48.3 points

**PERFORMANCE GAPS**

English Learners			
Student Performance	Number of Students	Status	Change
Yellow	51	Low 37.5 points below level 3	Increased Significantly +48.3 points

**MATH:**

All Students			
Student Performance	Number of Students	Status	Change
Yellow	263	Low 61.3 points below level 3	Increased Significantly +22.3 points

English Learners			
Student Performance	Number of Students	Status	Change
Yellow	49	Low 55.2 points below level 3	Increased Significantly +24.2 points

Additional EL Assessment Data					
Number of Students	Status EL Only	Change EL Only	Number of Students	Status RFEF Only	Change RFEF Only
7	*	*	42	Low 54 points below level 3	Increased Significantly +26.1 points

Socioeconomically Disadvantaged			
Student Performance	Number of Students	Status	Change
Yellow	205	Low 62.5 points below level 3	Increased Significantly +27.4 points

Students with Disabilities			
Student Performance	Number of Students	Status	Change
-	25	Very Low 115 points below level 3	Increased +12.6 points

African American			
Student Performance	Number of Students	Status	Change
Yellow	135	Low 73.9 points below level 3	Increased Significantly +18.3 points

Hispanic			
Student Performance	Number of Students	Status	Change
Yellow	106	Low 46.3 points below level 3	Increased Significantly +27.3 points

White			
Student Performance	Number of Students	Status	Change
-	4	*	*

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- Charter School will provide resources for increased outreach efforts to low income families including a case manager and/or psychologist, Parent College, parent training, home visits and other *parent involvement meetings*.
- *Dual enrollment so students can gain college credit while in high school and it will help their GPA so they can*
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.
- Charter School will provide academic supports and remediation, counseling, and social/emotional support to our students.
- Focus on absenteeism and ensuring our students graduate from high school on time.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year	<b>\$5,430,435</b>
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	<b>\$4,404,335</b>

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.
- CMO Fee
  - After school program
  - Title 1, Sped
  - Marketing & Recruitment
  - Legal Fees
  - Fines/Penalties
  - Accounting Edtech
  - Rent

\$4,404,335

Total Projected LCFF Revenues for LCAP Year

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

<b>Goal 1</b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE _____ LOCAL _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<p><b>Priority 1:</b></p> <ol style="list-style-type: none"> <li>Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs.</li> <li>Charter School will annually review master schedule/teacher assignments to ensure compliance.</li> <li>Charter School will annually review alignment of instructional materials to standards.</li> <li>Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.</li> <li>Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</li> <li>Charter School will do annual and monthly facility inspections to screen for safety hazards.</li> <li>Daily general cleaning by custodial staff will maintain campus cleanliness.</li> </ol> <p><b>Priority 2:</b></p> <ol style="list-style-type: none"> <li>Charter School will ensure curricula and assessments are aligned to the CCSS.</li> <li>Teachers will participate in professional development on the implementation of CCSS.</li> </ol> <p><b>Priorities 2 &amp; 4 &amp; 8:</b></p> <ol style="list-style-type: none"> <li>Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.</li> <li>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</li> </ol>
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<p><b>Priority 1:</b></p> <ol style="list-style-type: none"> <li><b>Met:</b> Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%</li> <li><b>Met:</b> Percentage of students who have sufficient access to standards-aligned instructional materials: 100%</li> <li><b>Met:</b> Percentage of items on facility inspection checklists in compliance/good standing: 90% (based on LAUSD checklist?)</li> <li><b>In Progress/Not Met:</b> Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.</li> <li><b>In Progress/Not Met:</b> Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</li> <li><b>Met:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards.</li> <li><b>Met/In Progress:</b> Daily general cleaning by custodial staff will maintain campus cleanliness.</li> </ol> <p><b>Priority 2:</b></p> <ol style="list-style-type: none"> <li><b>Met:</b> Percentage of state standards implementation for all students, including English learners: 100%</li> <li><b>Met:</b> Over 10 hours of professional development for each teacher.</li> </ol> <p><b>Priorities 2 &amp; 4 &amp; 8:</b></p> <ol style="list-style-type: none"> <li><b>Met/In Progress:</b> Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. 6 Reclassifications.</li> <li><b>Met/In Progress:</b> Power English, Power Math, EL Class, tutoring before school and after school, Saturday school and home visits. Provide summary of SBAC scores with teachers from prior year (if there is any) and give a synopsis of where they are also having internal benchmarks with MAP system.</li> <li><b>Met/In Progress:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</li> <li><b>Met/In Progress:</b> Charter School will synthesize CAASPP and MAP student</li> </ol>
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3. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
4. 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.

**Priority 4:**

1. Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.
2. Charter School will offer courses that meet UC/CSU admission requirements.
3. Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.
4. Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.
5. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
6. 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.

achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

**Priority 4:**

1. **N/A-Not Met:** Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.
2. **Met:** Charter School will offer courses that meet UC/CSU admission requirements.
3. **Met/In Progress:** Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.
4. **Met/In Progress:** Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. Completed master plan
5. **Met/In Progress:** Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
6. **Met:** 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 (Saturday classes).

**Priority 1:**

- Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

**Priority 2:**

- Percentage of state standards implementation for all students, including English learners: 100%

**Priority 4:**

- For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017
- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring.
- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%
- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year
- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 50%

**Priority 1: Met**

- Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

**Priority 2: Met**

- Percentage of state standards implementation for all students, including English learners: 100%

**Priority 4: In Progress-Not Met**

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

**Math**

	Fall 2016	2017 (projected)
Schoolwide	22%	27%
English Learners	N/A	5%
Socioecon. Disadv.	20%	25%
Students w/ Disabilities	7%	12%

- Percentage of students in grades 9-11 who will participate in the PSAT test: 80%
- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%
- Percentage of students in grade 11 who will participate in the EAP assessment: 80%
- Percentage of students who demonstrate college preparedness out of all students who participate in the EAP assessment: 40%

African American	17%	23%
Hispanic or Latino	25%	30%
White	N/A	5%

### ELA/Literacy

	2016	2017 (Projected)
Schoolwide	43%	48%
English Learners	N/A	5%
Socioecon. Disadv.	40%	45%
Students w/ Disabilities	11%	16%
African American	36%	41%
Hispanic or Latino	47%	52%
White	N/A%	5%

- Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16 is 100%. We project a rate of 100% in 2016-17, too.

2015-16: 100%      2016-17: 100% (projected)

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

2015-16: 60%      2016-17: 65%

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

2015-16: 15%      Current: 20%      By the end of 2016-17: 22% (projected)

- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 47% in 2016-17.

2015-16: 40%      Current: 42%      By the end of 2016-17: 47% (projected)

- Percentage of students in grades 9-11 who have participated in the PSAT test: 90%

- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 42%

- Please note that the state has developed new indicators for college/career readiness, including SBAC, dual enrollment, AP, and CTE criteria. The Charter School will replace the language of the EAP outcome with "Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments."

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

2015-16: 60%      2016-17: 65% (projected)

### Priority 8: In progress-Not Met

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

2015-16: 80%      Current: 75%      By the end of 2016-17: 82% (projected)

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

#### PLANNED

#### Priority 1:

Charter School will conduct credential review

#### ACTUAL

#### Priority 1: Met

All teacher credentials have been reviewed. We have

		as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	supported five of our teachers for their credentialing needs and masters. We are compliant with its teacher assignments.
Expenditures		<b>BUDGETED</b> \$80,000	<b>ESTIMATED ACTUAL</b> \$80,000.00
Action	2		
Actions/Services		<b>PLANNED</b>  <b>Priority 1:</b>  Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	<b>ACTUAL</b>  <b>Priority 1: Met</b>  We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.
Expenditures		<b>BUDGETED</b> \$135,000	<b>ESTIMATED ACTUAL</b> \$135,000
Action	3		
Actions/Services		<b>PLANNED</b>  <b>Priority 1:</b>  Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	<b>ACTUAL</b>  <b>Priority 1: Met</b>  We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.
Expenditures		<b>BUDGETED</b> \$253,000	<b>ESTIMATED ACTUAL</b> \$254,867
Action	4		
Actions/Services		<b>PLANNED</b>  <b>Priority 2:</b>  Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>ACTUAL</b>  <b>Priority 2: Met</b>  Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)
Expenditures		<b>BUDGETED</b> \$28,000.00	<b>ESTIMATED ACTUAL</b> \$28,000.00
Action	5		
Actions/Services		<b>PLANNED</b>  <b>Priorities 2, 4, &amp; 7:</b>	<b>ACTUAL</b>  <b>Pri Draft 7:</b>



		Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.
Expenditures		<b>BUDGETED</b> \$15,000.00	<b>ESTIMATED ACTUAL</b> \$15,000.00
Action	6		
Actions/Services		<b>PLANNED</b>  <b>Priorities 2, 4, &amp; 7:</b>  Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	<b>ACTUAL</b>  <b>Priorities 2, 4, &amp; 7:</b>  Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.
Expenditures		<b>BUDGETED</b> \$17,000.00	<b>ESTIMATED ACTUAL</b> \$17,000.00
Action	7		
Actions/Services		<b>PLANNED</b>  <b>Priorities 2, 4, &amp; 8:</b>  During the day, Charter School will provide additional supports and interventions to all students, including ELs.	<b>ACTUAL</b>  <b>Priorities 2, 4, &amp; 8:</b>  During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.
Expenditures		<b>BUDGETED</b> \$72,000.00	<b>ESTIMATED ACTUAL</b> \$72,000.00
Action	8		
Actions/Services		<b>PLANNED</b>  <b>Priorities 2, 4, &amp; 8:</b>  Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	<b>ACTUAL</b>  <b>Priorities 2, 4, &amp; 8:</b>  We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
Expenditures		<b>BUDGETED</b> \$35,000.00	<b>ESTIMATED ACTUAL</b> \$35,000.00
Action	9		
Actions/Services		<b>PLANNED</b>  <b>Priorities 2, 4, &amp; 8:</b>  Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and	<b>ACTUAL</b>  <b>Priorities 2, 4, &amp; 8: Met</b>  We <b>Draft</b> some Office, our Dean of Academics and <b>Draft</b> itors synthesize CAASPP and MAP student achievement and growth data, as well as course

internal assessment scores, into reports and regularly review progress towards targets.	grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.
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Expenditures	<b>BUDGETED</b> 240,000	<b>ESTIMATED ACTUAL</b> 240,000
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Action 10

<b>PLANNED</b>  <b>Priority 4:</b>  Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	<b>ACTUAL</b>  <b>Priority 4: Met</b>  Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.
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Actions/Services

Expenditures	<b>BUDGETED</b> \$60,000	<b>ESTIMATED ACTUAL</b> \$60,000
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Action 11

<b>PLANNED</b>  <b>Priority 4:</b>  Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	<b>ACTUAL</b>  <b>Priority 4: Not Met-we minimized our classes in order to have teachers focus and potentially increase passage rates.</b>  Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP Statistics, AP US History, AP Psychology, AP Computer Science
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Actions/Services

Expenditures	<b>BUDGETED</b> \$65,000	<b>ESTIMATED ACTUAL</b> \$40,000
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Action 12

<b>PLANNED</b>  <b>Priority 4:</b>  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.	<b>ACTUAL</b>  <b>Priority 4: Met</b>  We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.
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Actions/Services

Expenditures	<b>BUDGETED</b> \$50,000	<b>ESTIMATED ACTUAL</b> \$50,000
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**ANALYSIS**

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

**Draft**

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We are projecting a higher growth for EL Reclassification, last year we reclassified 51% and next year we hope to do 50% or higher; offering EL strategies for all students and professional development on how to teach EL learners and all sub-groups will help us attain that. Our ELA/Math scores have improved. English we had 20% increase and Math we increased by 9%. 90% of our students in (9<sup>th</sup>-11<sup>th</sup> grade) took the PSAT exam. We have a 70% college acceptance rate and over 90% graduation rate. We maintained our suspension rate which is less than 1%. 29% of our students are passing AP exams, so will put forth additional professional development and resources towards increasing the goal. We utilize our internal benchmarks, MAP data and Illuminate to check progress and redirect instruction or planning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We plan to hire a dean of academics to focus on RTI and Intervention and college counselor to focus on increasing our AP passage, College Acceptance and High School Graduation rates.

**Goal 2**

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

**Priority 7:**

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School’s grades 6-8 who will take the “Advanced Math” class or club: 5%
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

**Priority 8:**

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

**Priority 7: Met**

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School’s grades 6-8 who take the “Advanced Math” class or club: 5%
- Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

**Priority 8: In progress/Not Met**

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

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action  
n 1

Actions/Services

**PLANNED**

**Priority 7:**

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

**ACTUAL**

**Priority 7:**

We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: Robotics, Chess, Band, Drama, Graphic Design, Coding, Science Explorers, Spanish, Life Skills, Engineering, Computer

student need and interest.	Programing, Journalism.
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Expenditures

<b>BUDGETED</b> \$3,364,672.00	<b>ESTIMATED ACTUAL</b> \$3,364,672.00
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Action 2

Actions/Services

<b>PLANNED</b>  <b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	<b>ACTUAL</b>  <b>Priority 7:</b> We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.
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Expenditures

<b>BUDGETED</b> \$20,000.00	<b>ESTIMATED ACTUAL</b> \$20,000.00
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Action 3

Actions/Services

<b>PLANNED</b>  <b>Priority 7:</b> Charter School will offer an “Advanced Math” class or club to students in grades 6-8.	<b>ACTUAL</b>  <b>Priority 7:</b> We offer both “Advanced Math” class and club to students in grades 6-8.
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Expenditures

<b>BUDGETED</b> \$2,000	<b>ESTIMATED ACTUAL</b> \$2,000
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Action 4

Actions/Services

<b>PLANNED</b>  <b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	<b>ACTUAL</b>  <b>Priority 7:</b> We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.
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Expenditures

<b>BUDGETED</b> \$126,000.00	<b>ESTIMATED ACTUAL</b> \$126,000
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Action 5

Actions/Services

<b>PLANNED</b>  <b>Priorities 7 &amp; 8:</b> Charter School will provide opportunities for students during the day and after school to	<b>ACTUAL</b>  <b>Priorities 7 &amp; 8:</b> We have provided opportunities for students during the day and after school to create or demonstrate a STEAM
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	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.	focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.
<b>Expenditures</b>	<b>BUDGETED</b> \$5,000.00	<b>ESTIMATED ACTUAL</b> \$5,000.00

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. 12 of our 15 classrooms have chrome books to help support our educational software programs like MyOn and Study Sync; all core math, English and science classrooms have access to chrome books daily. At least 5% of our students are taking an advanced/AP math course; students competed in Math Counts competition and our STEAM Expo. 100% of our graduates took a computer/technology course and blended learning has become an acceptable program of study to enhance and increase access to additional courses and programs. 90% of our students participated in the STEAM Expo project/experiment/model or demo program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We only have minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

**Goal 3**

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

**Priority 3:**

- Number of School Site Council (SSC) meetings per year: 4
- Number of English Learner Advisory Committee (ELAC) meetings per year: 4
- Number of Parent Task Force (PTF) meetings per year: 4
- Number of activities/events for parent involvement per year: 5
- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6
- Percentage of students who have been home-visited by the teachers per year: 25%

**Priority 5:**

- ADA rate: 95%
- Chronic absenteeism rate: 0%
- Middle school dropout rate: 0%
- High school dropout rate: 0%
- Four-year cohort graduation rate: 100%

**Priority 6:**

- Student suspension rate: 0%
- Student expulsion rate: 0%
- School experience survey participation rates:  
Students: 80% Families: 50% Staff: 80%
- School experience survey average approval rates  
Students: 80% Families: 80% Staff: 80%

**Priority 3:**

- Number of SSC meetings held this school year:  
Current: 7 By the end of 2016-17: 7 (planned)
- Number of ELAC meetings held this school year:  
Current: 4 By the end of 2016-17: 4 (planned)
- Number of PTF meetings held this school year:  
Current: 8 By the end of 2016-17: 4 (planned)
- Number of activities/events held for parent involvement this school year:  
Current: 10 By the end of 2016-17: 5 (planned)
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year:  
Current: 5 By the end of 2016-17: 6 (planned)
- Percentage of students who have been home-visited by the teachers this school year:  
Current: 39% By the end of 2016-17: 40% (planned)
- ADA rate:  
2015-16: 95% Current: 95% By the end of 2016-17: 97% (projected)
- Chronic absenteeism rate:  
2015-16: 5% Current: 4% By the end of 2016-17: 5% (projected)
- Middle school dropout rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- High school dropout rate:  
2015-16: 7.9% Current: 7.9% By the end of

	<p>2016-17: 0% (projected)</p> <ul style="list-style-type: none"> <li>Four-year cohort graduation rate: <ul style="list-style-type: none"> <li>2015-16: 84.2%      By the end of 2016-17: 90% (projected)</li> </ul> </li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>Student suspension rate: <ul style="list-style-type: none"> <li>2015-16: 0.4%      Current: .4%      By the end of 2016-17: .4% (projected)</li> </ul> </li> <li>Student expulsion rate: <ul style="list-style-type: none"> <li>2015-16: 0%      Current: 0%      By the end of 2016-17: 0% (projected)</li> </ul> </li> <li>School experience survey participation rates: <ul style="list-style-type: none"> <li>Students: 80.3%   Families: 50.5%   Staff: 82.5%</li> </ul> </li> <li>School experience survey average approval rates: <ul style="list-style-type: none"> <li>Students: 57%   Families: 87%   Staff: 64%</li> </ul> </li> </ul>
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**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action                    **1**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	<p><b>Priority 3:</b></p> <p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p>	<p><b>Priority 3:</b></p> <p>We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.</p>
Expenditures	<b>BUDGETED</b> \$5,000.00	<b>ESTIMATED ACTUAL</b> \$5,000.00

Action                    **2**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	<p><b>Priority 3:</b></p> <p>Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.</p>	<p><b>Priority 3:</b></p> <p>We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Community Day, Parent workshops during week and on weekends, Honor Roll &amp; Viper Band Concert, Family Potluck Night, Parent College, Open House, STEAM Day, STEAM Gala</p>
Expenditures	<b>BUDGETED</b> \$10,000.00	<b>ESTIMATED ACTUAL</b> \$10,000.00



Action 3

Actions/Services

**PLANNED**

**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. Charter School will communicate further with the parents of students who are performing below grade level.

**ACTUAL**

**Priority 3:**

We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

**BUDGETED**  
\$10,000.00

**ESTIMATED ACTUAL**  
\$10,000

Action 4

Actions/Services

**PLANNED**

**Priority 3:**

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

**ACTUAL**

**Priority 3:**

Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement. Also meet with all Juniors and Seniors to discuss college planning with parents.

Expenditures

**BUDGETED**  
\$6,000.00

**ESTIMATED ACTUAL**  
\$10,000.00

Action 5

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priority 5:**

We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

**BUDGETED**  
\$100,000.00

**ESTIMATED ACTUAL**  
\$80,000

Action 6

Actions/Services

**PLANNED**

**Priority 5:**

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

**ACTUAL**

**Priority 5:**

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

Expenditures

**BUDGETED**  
\$45,000

**ESTIMATED ACTUAL**  
\$45,000

Action 7

Actions/Services

**PLANNED**

**Priority 5:**

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

**ACTUAL**

**Priority 5:**

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

Expenditures

**BUDGETED**

\$15,000.00 (Duplicated expense: See Goal 1, Actions 10 & 12)

**ESTIMATED ACTUAL**

\$15,000 (Duplicated expense: See Goal 1, Actions 10 & 12)

Action 8

Actions/Services

**PLANNED**

**Priority 6:**

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

**ACTUAL**

**Priority 6:**

We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

**BUDGETED**

70,000

**ESTIMATED ACTUAL**

\$70,000

Action 9

Actions/Services

**PLANNED**

**Priority 6:**

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

**ACTUAL**

**Priority 6:**

Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

**BUDGETED**

\$10,000

**ESTIMATED ACTUAL**

\$10,000

Action 10

Actions/Services

**PLANNED**

**Priority 6:**

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

**ACTUAL**

**Priority 6:**

We have administered school experience surveys to our students, parents, and staff.

Expenditures

**BUDGETED**

\$5,000

**ESTIMATED ACTUAL**

\$5,000



ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have to focus more attention on ADA, we decreased slightly. We have sufficient stakeholder meetings; over 20 per year and we offer a variety of ways for students to stay connected but we have to improve our survey results. Offering electives, the students want, hearing more from parents on their priorities and ensuring teachers are doing home visits effectively and strategically.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We increased the number of students receiving home visits because of absences and developing plans with parents for college.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. IWe will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

## Stakeholder Engagement

LCAP  
Year

2017–18  2018–19  2019–20

### INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

### IMPACT ON LCAP AND ANNUAL UPDATE

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

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

**Goals, Actions, & Services**

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b>Goal 1</b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- Priority 1:**
- To ensure teachers are appropriately assigned and fully credentialed
  - To ensure students have sufficient access to standards-aligned instructional materials
  - To ensure school facilities are maintained in good repair
- Priority 2:**
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners
- Priority 4:**
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
  - To ensure EL students make annual progress in learning English
  - To ensure our students are college/career ready
- Priority 8:**
- To ensure student proficiency in all courses

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicator s	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
<b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
<b>Priority 1:</b> Percentage of items on facility inspection checklists in	2016-17 (Actual): 90%	2017-18 (Expected): 90%	Unchanged	Unchanged

compliance/good standing				
<b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	<p>2015-16 (Actual): All Students: 30.9 points below level 3 English Learners: 70.3 points below level 3 Socioeconomically Disadvantaged: 34.9 points below level 3 Students with Disabilities: 111.5 points below level 3 African American: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) Hispanic: 56.3 points below level 3 White: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.)</p> <p>2016-17 (Projected): All Students: 23.0 points below level 3 English Learners: 50.3 points below level 3 Socioeconomically Disadvantaged: 27.9 points below level 3 Students with Disabilities: 91.5 points below level 3 Hispanic: 31.0 points below level 3</p>	<p>2017-18 (Expected): All Students: 16.0 points below level 3 English Learners: 30.0 points below level 3 Socioeconomically Disadvantaged: 20.0 points below level 3 Students with Disabilities: 71.0 points below level 3 Hispanic: 24.0 points below level 3</p>	Decrease 5-20 points	Decrease 5-20 points
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	<p>2015-16 (Actual): All Students: 48.4 points below level 3 English Learners: 86.9 points below level 3 Socioeconomically Disadvantaged: 52.7 points below level 3 Students with Disabilities: 122.1 points</p>	<p>2017-18 (Expected): All Students: 38.0 points below level 3 English Learners: 76.0 points below level 3 Socioeconomically Disadvantaged: 42.7 points below level 3 Students with Disabilities: 92.1 points</p>	Decrease 5-20 points	Decrease 5-20 points

	<p>below level 3 Hispanic: 56.3 points below level 3 White: 35.9 points above level 3</p> <p>2016-17 (Projected): All Students: 43.4 points below level 3 English Learners: 81.9 points below level 3 Socioeconomically Disadvantaged: 107.1 points below level 3 Students with Disabilities: 51.3 points below level 3 Hispanic: 30.9 points below level 3</p>	<p>below level 3 Hispanic: 46.3 points below level 3 White: 25.9 points above level 3</p>		
<p><b>Priority 4:</b> Percentage of students meeting their growth targets on the MAP Reading assessment</p>	<p>2015-16 Fall to Spring (Actual): All Students: 50% English Learners: 50% Socioeconomically Disadvantaged: 50% Students with Disabilities: 50% Hispanic: 50% White: 50%</p> <p>2016-17 Fall to Spring (Projected): All Students: 52% English Learners: 52% Socioeconomically Disadvantaged: 52% Students with Disabilities: 52% Hispanic: 52% White: 52%</p>	<p>2017-18 Fall to Spring (Expected): All Students: 55% English Learners: 55% Socioeconomically Disadvantaged: 55% Students with Disabilities: 55% Hispanic: 55% White: 55%</p>	<p>5% increase from the 2017-2018 year</p>	<p>5% increase from the 2018-2019 year</p>
<p><b>Priority 4:</b> Percentage of students meeting their growth targets on the MAP Mathematics assessment</p>	<p>2015-16 Fall to Spring (Actual): All Students: 50% English Learners: 50% Socioeconomically Disadvantaged: 50% Students with Disabilities: 50% Hispanic: 50% White: 50%</p> <p>2016-17 Fall to Spring (Projected): All Students: 52% English Learners: 52% Socioeconomically</p>	<p>2017-18 Fall to Spring (Expected): All Students: 55% English Learners: 55% Socioeconomically Disadvantaged: 55% Students with Disabilities: 55% Hispanic: 55% White: 55%</p>	<p>5% increase from the 2017-2018 year</p>	<p>5% increase from the 2018-2019 year</p>



	Disadvantaged: 52% Students with Disabilities: 52% Hispanic: 52% White: 52%			
<b>Priority 4:</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2015-16 (Actual): 100% 2016-17 (Projected): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
<b>Priority 4:</b> Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 50%	2017-18 (Expected): 55%	60%	65%
<b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 33% 2016-17 (Projected): 34%	2017-18 (Expected): 35%	36%	37%
<b>Priority 4:</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): 28% 2016-17 Projected: 30%	2017-18 (Expected): 32%	34%	36%
<b>Priority 4:</b> Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
<b>Priority 4:</b> Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 40%	2017-18 (Expected): 45%	50%	55%
<b>Priority 4:</b> Percentage of graduating	2015-16 (Actual): 55% 2016-17 (Projected): 60%	2017-18 (Expected): 65%	70%	75%

seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments				
<b>Priority 8:</b> Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 80% 2016-17 (Projected): 82%	2017-18 (Expected): 85%	88%	91%

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**Priority 1:**

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

**2018-19**

New  Modified  Unchanged

**Priority 1:**

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

**2019-20**

New  Modified  Unchanged

**Priority 1:**

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$64,000.00

Source LCFF

Budget Reference 5863, 5864

**2018-19**

Amount \$64,000.00

Source LCFF

Budget Reference 5863, 5864

**2019-20**

Amount \$64,000.00

Source LCFF

Budget Reference 5863, 5864

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
------------------------------	--

	<u>Group(s)</u> _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	<b>Priority 1:</b> Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	<b>Priority 1:</b> Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$64,000.00	<b>Amount</b> \$64,000.00	<b>Amount</b> \$64,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5863, 864	<b>Budget Reference</b> 5863, 864	<b>Budget Reference</b> 5863, 864

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 1:**

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

**2018-19**

New  Modified  Unchanged

**Priority 1:**

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

**2019-20**

New  Modified  Unchanged

**Priority 1:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount	\$336,290
Source	LCFF
Budget Reference	4315, 5500, 5611, 5615, 5617

**2018-19**

Amount	\$336,290
Source	LCFF
Budget Reference	4315, 5500, 5611, 5615, 5617

**2019-20**

Amount	\$336,290
Source	LCFF
Budget Reference	4315, 5500, 5611, 5615, 5617

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

**2018-19**

New  Modified  Unchanged

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

**2019-20**

New  Modified  Unchanged

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

**2017-18**

Amount	\$96,550
Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,

**2018-19**

Amount	\$96,550
Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,

**2019-20**

Amount	\$96,550
Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

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

**2018-19**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

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

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount	\$96,550
Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,

**2018-19**

Amount	\$96,550
Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,

**2019-20**

Amount	\$96,550
Source	LCFF
Budget Reference	4100, 4200, 4300's, 5800's,

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

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

**2018-19**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

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

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

\$96,550

Source

LCFF

Budget Reference

4100, 4200, 4300's, 5800's,

**2018-19**

Amount

\$96,550

Source

LCFF

Budget Reference

4100, 4200, 4300's, 5800's,

**2019-20**

Amount

\$96,550

Source

LCFF

Budget Reference

4100, 4200, 4300's, 5800's,



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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

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

**2018-19**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

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

**2019-20**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

**2018-19**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

**2019-20**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

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

**2018-19**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

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

**2019-20**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

**2018-19**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

**2019-20**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**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.

**2018-19**

New  Modified  Unchanged

**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.

**2019-20**

New  Modified  Unchanged

**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.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

**2018-19**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

**2019-20**

Amount

\$112,000

Source

LCFF Supp./Conc.

Budget Reference

5800, title 1 funds,

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 4:**

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

**2018-19**

New  Modified  Unchanged

**Priority 4:**

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

**2019-20**

New  Modified  Unchanged

**Priority 4:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

\$60,000

Source

LCFF

Budget Reference

1,000

**2018-19**

Amount

\$60,000

Source

LCFF

Budget Reference

1,000

**2019-20**

Amount

\$60,000

Source

LCFF

Budget Reference

1,000

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priority 4:**

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

**Priority 4:**

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

**Priority 4:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

\$5,000

Source

LCFF

Budget Reference

4100, 5863

**2018-19**

Amount

\$5,000

Source

LCFF

Budget Reference

4100, 5863

**2019-20**

Amount

\$5,000

Source

LCFF

Budget Reference

4100, 5863

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**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.

**2018-19**

New     Modified     Unchanged

**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.

**2019-20**

New     Modified     Unchanged

**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.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$40,000
Source	LCFF Supp./Conc.
Budget Reference	1,000

**2018-19**

Amount	\$40,000
Source	LCFF Supp./Conc.
Budget Reference	1,000

**2019-20**

Amount	\$40,000
Source	LCFF Supp./Conc.
Budget Reference	1,000

New                       Modified                       Unchanged

**Goal 2**

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL \_\_\_\_\_

Identified Need

- Priority 7:**
- To increase student access to a broad course of study
  - To offer innovative courses and programs
- Priority 8:**
- To ensure student participation and achievement in innovative courses and programs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicator  
s

Baseline

2017-18

2018-19

2019-20

<p><b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>Unchanged</p>	<p>Unchanged</p>
<p><b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>Unchanged</p>	<p>Unchanged</p>
<p><b>Priority 7:</b> Percentage of students enrolled in the Charter</p>	<p>2016-17 (Actual): 3.4%</p>	<p>2017-18 (Expected): 5%</p>	<p>6-8%</p>	<p>8-10%</p>

School's grades 6-8 who will take the "Advanced Math" class or club				
<b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	Unchanged	Unchanged
<b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 85%	90%	95%



PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Student Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p><b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p><b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Amount	Amount
\$2,867,510	\$2,867,510	\$2,867,510
Source	Source	Source
LCFF	LCFF	LCFF
Budget Reference	Budget Reference	Budget Reference
1,000, 1300, 2400, 2900, 3100”s	1,000, 1300, 2400, 2900, 3100”s	1,000, 1300, 2400, 2900, 3100”s

Action 2

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**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 groups.

**2018-19**

New  Modified  Unchanged

**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 groups.

**2019-20**

New  Modified  Unchanged

**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 groups.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$70,000

Source

LCFF

Budget Reference

1,000, 1300, 2400, 2900, 3100's

**2018-19**

Amount

\$70,000

Source

LCFF

Budget Reference

1,000, 1300, 2400, 2900, 3100's

**2019-20**

Amount

\$70,000

Source

LCFF

Budget Reference

1,000, 1300, 2400, 2900, 3100's

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 7:**

Charter School will offer an “Advanced Math” class or club to students in grades 6-8.

**2018-19**

New  Modified  Unchanged

**Priority 7:**

Charter School will offer an “Advanced Math” class or club to students in grades 6-8.

**2019-20**

New  Modified  Unchanged

**Priority 7:**

Charter School will offer an “Advanced Math” class or club to students in grades 6-8.

BUDGETED EXPENDITURES

**2017-18**

Amount

1,000

Source

LCFF

Budget Reference

4325

**2018-19**

Amount

1,000

Source

LCFF

Budget Reference

4325

**2019-20**

Amount

1,000

Source

LCFF

Budget Reference

4325

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 7:**

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

**2018-19**

New  Modified  Unchanged

**Priority 7:**

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

**2019-20**

New  Modified  Unchanged

**Priority 7:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount	120,000
Source	LCFF
Budget Reference	1000's, 4320, 4400, 4420, 5887

**2018-19**

Amount	120,000
Source	LCFF
Budget Reference	1000's, 4320, 4400, 4420, 5887

**2019-20**

Amount	120,000
Source	LCFF
Budget Reference	1000's, 4320, 4400, 4420, 5887

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priorities 7 & 8:**

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

**2018-19**

New  Modified  Unchanged

**Priorities 7 & 8:**

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.

**2019-20**

New  Modified  Unchanged

**Priorities 7 & 8:**

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.

BUDGETED EXPENDITURES

**2017-18**

Amount	5,000
Source	LCFF
Budget Reference	5819

**2018-19**

Amount	5,000
Source	LCFF
Budget Reference	5819

**2019-20**

Amount	5,000
Source	LCFF
Budget Reference	5819

New                       Modified                       Unchanged

**Goal 3**

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

State and/or Local Priorities Addressed by this goal:

STATE  1    2    3    4    5    6    7    8  
 COE    9    10  
 LOCAL \_\_\_\_\_

Identified Need

- Priority 3:**
- To seek parent input in making decisions for the Charter School
  - To promote parental participation in programs
- Priority 5:**
- To increase student attendance
  - To avoid chronic absenteeism
  - To avoid middle school dropout
  - To avoid high school dropout
  - To increase high school graduation rate
- Priority 6:**
- To avoid student suspension
  - To avoid student expulsion
  - To increase the sense of safety and school connectedness

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 7 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	Unchanged	Unchanged
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 4 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	Unchanged	Unchanged
<b>Priority 3:</b> Number of PTF meetings per year	Current: 8 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	Unchanged	Unchanged
<b>Priority 3:</b> Number of activities/events for parent involvement per year	Current: 10 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	Unchanged	Unchanged
<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	Unchanged	Unchanged
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	Unchanged	Unchanged

<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 39% By the end of 2016-17: 39% (Planned)	2017-18 (Expected): 40%	Unchanged	Unchanged
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 97%	Unchanged	Unchanged
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 4%	Unchanged	Unchanged
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	Unchanged	Unchanged
<b>Priority 5:</b> High school dropout rate	2015-16 (Actual): 7.9% Current: 7.9% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	Unchanged	Unchanged
<b>Priority 5:</b> Four-year cohort graduation rate	2015-16 (Actual): 84.2% By the end of 2016-17: 90% (Projected)	2017-18 (Expected): 100%	Unchanged	Unchanged
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 0.4% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	Unchanged	Unchanged
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	Unchanged	Unchanged
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 80.3% Families: 50.5% Staff: 82.5%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	Unchanged	Unchanged
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 57% Families: 87% Staff: 64%	2017-18 (Expected): Students: 85% Families: 95% Staff: 85%	Unchanged	Unchanged

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priority 3:**

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

**2018-19**

New     Modified     Unchanged

**Priority 3:**

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

**2019-20**

New     Modified     Unchanged

**Priority 3:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

60,000

Source

LCFF Supp./Conc.

Budget Reference

1,000's

**2018-19**

Amount

60,000

Source

LCFF Supp./Conc.

Budget Reference

1,000's

**2019-20**

Amount

60,000

Source

LCFF Supp./Conc.

Budget Reference

1,000's

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR



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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priority 3:**

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

**2018-19**

New     Modified     Unchanged

**Priority 3:**

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

**2019-20**

New     Modified     Unchanged

**Priority 3:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

\$10,000

Source

LCFF

Budget Reference

Title 1, 5819

**2018-19**

Amount

\$10,000

Source

LCFF

Budget Reference

Title 1, 5819

**2019-20**

Amount

\$10,000

Source

LCFF

Budget Reference

Title 1, 5819

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**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. Charter School will communicate further with the parents of students who are performing below grade level.

**2018-19**

New  Modified  Unchanged

**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. Charter School will communicate further with the parents of students who are performing below grade level.

**2019-20**

New  Modified  Unchanged

**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. Charter School will communicate further with the parents of students who are performing below grade level.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$10,000

Source

LCFF

Budget Reference

4320

**2018-19**

Amount

\$10,000

Source

LCFF

Budget Reference

4320

**2019-20**

Amount

\$10,000

Source

LCFF

Budget Reference

4320

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priority 3:**

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

**2018-19**

New     Modified     Unchanged

**Priority 3:**

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

**2019-20**

New     Modified     Unchanged

**Priority 3:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

10,000

Source

LCFF Supp./Conc.

Budget Reference

Title 1

**2018-19**

Amount

10,000

Source

LCFF Supp./Conc.

Budget Reference

Title 1

**2019-20**

Amount

10,000

Source

LCFF Supp./Conc.

Budget Reference

Title 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**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.

**2018-19**

New  Modified  Unchanged

**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.

**2019-20**

New  Modified  Unchanged

**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.

BUDGETED EXPENDITURES

**2017-18**

Amount	15,000
Source	LCFF
Budget Reference	5814, 5863, 5864,

**2018-19**

Amount	15,000
Source	LCFF
Budget Reference	5814, 5863, 5864,

**2019-20**

Amount	15,000
Source	LCFF
Budget Reference	5814, 5863, 5864,

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 5:**

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

**2018-19**

New  Modified  Unchanged

**Priority 5:**

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

**2019-20**

New  Modified  Unchanged

**Priority 5:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount	\$2,000
Source	LCFF
Budget Reference	5915

**2018-19**

Amount	\$2,000
Source	LCFF
Budget Reference	5915

**2019-20**

Amount	\$2,000
Source	LCFF
Budget Reference	5915

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priority 5:**

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

**2018-19**

New     Modified     Unchanged

**Priority 5:**

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

**2019-20**

New     Modified     Unchanged

**Priority 5:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount	\$15,000
Source	LCFF
Budget Reference	1,000's, 4320

**2018-19**

Amount	\$15,000
Source	LCFF
Budget Reference	1,000's, 4320

**2019-20**

Amount	\$15,000
Source	LCFF
Budget Reference	1,000's, 4320

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 6:**

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

**2018-19**

New  Modified  Unchanged

**Priority 6:**

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

**2019-20**

New  Modified  Unchanged

**Priority 6:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount	\$70,000
Source	LCFF
Budget Reference	1,000's, 5814, 5819

**2018-19**

Amount	\$70,000
Source	LCFF
Budget Reference	1,000's, 5814, 5819

**2019-20**

Amount	\$70,000
Source	LCFF
Budget Reference	1,000's, 5814, 5819

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 6:**

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

**2018-19**

New  Modified  Unchanged

**Priority 6:**

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

**2019-20**

New  Modified  Unchanged

**Priority 6:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount	\$70,000
Source	LCFF
Budget Reference	1,000's, 5814, 5819

**2018-19**

Amount	\$70,000
Source	LCFF
Budget Reference	1,000's, 5814, 5819

**2019-20**

Amount	\$70,000
Source	LCFF
Budget Reference	1,000's, 5814, 5819



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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priority 6:**

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

**Priority 6:**

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

**Priority 6:**

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

BUDGETED EXPENDITURES

**2017-18**

Amount

\$5,000

Source

LCFF

Budget Reference

5819, 5887

**2018-19**

Amount

\$5,000

Source

LCFF

Budget Reference

5819, 5887

**2019-20**

Amount

\$5,000

Source

LCFF

Budget Reference

5819, 5887

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year

2017–18    2018–19    2019–20

Estimated Supplemental and Concentration Grant Funds:

\$1,032,201

Percentage to Increase or Improve Services:

30.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

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

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

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

During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.

Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School will monitor student behavior and social/emotional progress.

## **Local Control and Accountability Plan and Annual Update Template Instructions**

### **Addendum**

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## [Plan Summary](#)

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## [Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## [Annual Update](#)

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

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

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

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

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

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

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

### Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### **Goal**

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

### **Related State and/or Local Priorities**

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

### Location(s)

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

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

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

#### **New/Modified/Unchanged:**

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

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

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

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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



## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of 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 5 *CCR* 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).

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

## APPENDIX B: GUIDING QUESTIONS

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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

*Prepared by the California Department of Education, October 2016*

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy - 4		
Contact Name and Title	Lisa Ross, Principal	Email and Phone	<a href="mailto:lross@magnoliapublicschools.org">lross@magnoliapublicschools.org</a> 310-473-2464

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy (MSA-4 or Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-4's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-4 currently serves students in grades 6-12. MSA 4 is a commuter school. Our students come from the cities of Fontana to the east, Lomita to the south, Venice to the west and Valencia to the north. We serve a very geographically diverse population. A high concentration of the families MSA-4 serves face economic challenges. MSA- 4's serves a diverse population as well. We serve 74.11% Hispanic/Latino, 16.75% Black/African American, 1% Asian, 7.11% White, 72.59 % Socioeconomically Disadvantaged, 16.75% Special Education, and 8.63% English Learner population.

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

## LCAP HIGHLIGHTS

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

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

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- More resources and supports for students who may not be college bound.
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems.

The Charter School has also worked on its annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. This includes the consistent use of IAB (Instructional Assessment Blocks) and MAP (Measures of Academic Progress) data to inform and drive our instruction. To further support and increase student achievement, MSA 4 has employed the following:

CHATS Framework  
SSPT (Student Support and Progress Team) Meetings  
SDAIE strategies  
Differentiation  
Power Math / English  
Teacher collaboration  
Saturday School  
After-school tutoring  
Online platforms - Prodigy, Prep Factory, Method Test Prep  
College Readiness  
Home Visits  
Site Visits  
PD/Symposiums  
Child Find  
SAT Prep

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Our high school students are encouraged to dual enrollment at community colleges (SMC, West LA, LA City College, etc.). Currently 12 seniors and an 11th grader are taking college classes. A rising ninth grade student, three rising 11th grade students have enrolled to take college classes during the summer of 2017. MSA 4's students have enrolled in some of the following courses: English 1, Psychology, Communication Studies, Art History, Media, etc.

MSA-4 has made significant improvement in college acceptances. The class of 2016 had a college acceptance rate of 85% while the class of 2017's acceptance rate is 100%. The 4-year university acceptance rate was 35% in 2016. The rate increased to 67% for the class of 2017.

MSA 4's class of 2017 has earned approximately \$400,000 in scholarship money and has been granted acceptance to 25 colleges/universities.

MSA 4's graduation rate is on target to be 100% this year.

MSA 4's suspension rate is on target to be 0% for this year. This is directly related to our restorative justice approach to student behavior. The goal is to teach our students to be reflective and provide them with alternative options and tools to see things from multiple perspectives. There is also a focus on relationship building which teaches the student how to function in a social setting.

MSA 4 is very proud of our most recent survey data. Our overall satisfaction rates have increased from

## GREATEST PROGRESS



43% to 74% with our students, 57% to 100% with our families and from 67% to 100%.

Each area addressed above was an area of concern based upon last year's survey data, WASC area of need and specific stakeholder input.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

While there have been gains in the area of math, this is an area that needs attention. MSA 4's overall proficiency rate is 15%, which leaves 85% below.

## **GREATEST NEEDS**

MSA 4 will continue using the IAB data to track students' progress and shift instruction to meet the needs of the students'.

MSA 4 will continue after-school tutoring, Power Math and Saturday School as a means by which to support student achievement.

MSA 4 will continue to seek out PD in the area of differentiation and targeted small group intervention.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

MSA 4 realizes that there is a need to reduce the number of students who are not performing at or above standard in ELA and math, as such, our targeted goal is to reduce the percentage of students who are not attaining proficiency over the next 3 years by 10%.

In an effort to support our students, they are assigned Power English, Power Math, after-school tutoring and Saturday School. The expectation is that students who struggle in the area of ELA get small group instruction to "plug holes" in their learning by way of targeted instruction. Students are monitored for progress and transitioned out once they have made adequate gains. In addition, the assessment system guides differentiation in the mainstream classroom.

## **PERFORMANCE GAPS**

SWOT (strength, weakness, opportunities and threats) analysis is a practice that has been adopted by Magnolia as a whole. Teachers look at our data and determine what might be preventing students' achievement and what might encourage student achievement that is going untapped. This causes us to look at the entire situation and make changes accordingly.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- Charter School will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.
- Charter School will provide academic supports and remediation, counseling, and social/emotional support to our students.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,853,216.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 958,406.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

*Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.*

\$2, 202,177.00	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016–17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>EXCELLENCE: All students will pursue academic excellence and be college/career ready.</p>
--	--

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

**Priority 1:**

- Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

**Priority 2:**

- Percentage of state standards implementation for all students, including English learners: 100%

**Priority 4:**

- For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017

### ACTUAL

**Priority 1:**

- Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

**Priority 2:**

- Percentage of state standards implementation for all students, including English learners: 100%

The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

	Reading/ELA		Math	
	Fall 2016	Spring 2017 (projected)	Fall 2016	Spring 2017 (projected)
Schoolwide	38%	39%	15%	16%

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring
- Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%
- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year
- Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 30%
- Percentage of students in grades 9-11 who will participate in the PSAT test: 80%
- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%
- Percentage of students in grade 11 who will participate in the EAP assessment: 80%
- Percentage of students who demonstrate college preparedness out of all students who participate in the EAP assessment: 40%

**Priority 8:**

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

Socioecon. Disadv.	35%	36%	13%	14%
Hispanic or Latino	37%	38%	12%	13%

- Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2015-16 is 100%. We project a rate of 100% in 2016-17.

2015-16: 100%      2016-17: 100% (projected)

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):  
2015-16: 3%      Current: 11%      By the end of 2016-17: 28% (projected)
- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 15%. We project a rate of 18% in 2016-17.
- Percentage of students in grades 9-11 who have participated in the PSAT test: 100%
- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 19%
- Please note that the state has developed new indicators for college/career readiness, including SBAC, dual enrollment, AP, and CTE criteria. The Charter School will replace the language of the EAP outcome with “Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments.”

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

2015-16 ELA: 56%  
2015-16 Math: 16%

**Priority 8:**

- Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives:

2015-16 ELA: 38%      2015-16 Math: 15%  
By the end of 2016-17 ELA: 40%(projected)  
By the end of 2016-17 Math: 17%(projected)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<b>PLANNED</b> <b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	<b>ACTUAL</b> <b>Priority 1:</b> All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with its teacher assignments.
	<b>BUDGETED</b> \$92,200.00 1300 – Principal's salary	<b>ESTIMATED ACTUAL</b> \$93,000.00 1300 – Principal's salary
Expenditures		

Action **2**

Actions/Services	<b>PLANNED</b> <b>Priority 1:</b> Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	<b>ACTUAL</b> <b>Priority 1:</b> We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.
	<b>BUDGETED</b> \$68,000.00 \$9,000.00 1300 – Dean's salary and benefits  \$92,200.00 1300 – Principal's salary	<b>ESTIMATED ACTUAL</b>  \$70,000.00 \$9,000.00 1300 – Dean's salary and benefits  \$93,000.00 1300 – Principal's salary
Expenditures		

Action **3**

Actions/Services	<b>PLANNED</b> <b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	<b>ACTUAL</b> <b>Priority 1:</b> We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.
	<b>BUDGETED</b> N/A	<b>ESTIMATED ACTUAL</b> N/A

Action **4**

Actions/Services	<b>PLANNED</b> <b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>ACTUAL</b> <b>Priority 2:</b> Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)
	<b>BUDGETED</b> \$13,000.00 4100 Textbooks and core Curricula Materials	<b>ESTIMATED ACTUAL</b> \$15,000.00 4100 Textbooks and core Curricula Materials

Action **5**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 7:</b> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 7:</b> We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.
	<b>BUDGETED</b> \$69,000.00 salary \$9,000.00 benefits 1300 – Dean’s salary and benefits	<b>ESTIMATED ACTUAL</b> \$70,000.00 salary \$9,000.00 benefits 1300 – Dean’s salary and benefits

Action

6

Actions/Services

**PLANNED**

**Priorities 2, 4, & 7:**

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.

**ACTUAL**

**Priorities 2, 4, & 7:**

Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

**BUDGETED**

\$150.00

4300 Instructional Materials

**ESTIMATED ACTUAL**

\$150.00

4300 Instructional Materials

Action

7

Actions/Services

**PLANNED**

**Priorities 2, 4, & 8:**

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

**ACTUAL**

**Priorities 2, 4, & 8:**

During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

**BUDGETED**

\$35,000.00

1100 Power Teachers' salary

**ESTIMATED ACTUAL**

\$35,000.00

1100 Power Teachers' salary

Action

8

Actions/Services

**PLANNED**

**Priorities 2, 4, & 8:**

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

**ACTUAL**

**Priorities 2, 4, & 8:**

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

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$24,500.00 Title I	\$25,000.00 Title I

Action **9**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priorities 2, 4, &amp; 8:</b> 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.	<b>Priorities 2, 4, &amp; 8:</b> Working with the Home Office, our Dean of Academics synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$69,000.00 salary \$9,000.00 benefits 1300 – Dean’s salary and benefits	\$70,000.00 salary \$9,000.00 benefits 1300 – Dean’s salary and benefits

Action **10**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priority 4:</b> Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	<b>Priority 4:</b> Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$ 65,000.00 1300 College Counselor’s Salary	\$70,000.00 1300 College Counselor’s Salary

Action **11**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priority 4:</b> Charter School will provide students with opportunities to take	<b>Priority 4:</b> Based on student needs and interests, we have offered the following AP courses this



Expenditures

Advanced Placement (AP) courses based on student needs and interests.

year: AP Spanish, AP English, AP World History and AP Stats

**BUDGETED**  
\$40,000.00

**ESTIMATED ACTUAL**  
\$51,200.00  
  
1100 Teachers' Salaries  
5800 PD/workshops  
fees

Action

# 12

Actions/Services

**PLANNED**  
**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.

**ACTUAL**  
**Priority 4:**  
We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 10-12.

Expenditures

**BUDGETED**  
\$ 65,000.00  
1300 College Counselor's Salary

**ESTIMATED ACTUAL**  
\$70,000.00  
1300 College Counselor's Salary  
  
\$6,000.00  
SAT Prep Program - College Block Grant

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. When comparing MSA 4's 2015 and 2016 school-wide data, the following academic successes are found:

### ELA

- an overall increase in ELA from 36% to 38%.
- our Hispanic population demonstrated growth from 29% to 37%
- our FRL population grew from 32% to 35%
- our 6th grade cohort group grew from 16% to 23%
- our 7th grade cohort group grew from 32% to 36%
- our 8th grade cohort group grew from 23% to 33%
- 11th grade demonstrated 56% proficiency in the area of ELA

### MATH

- increase in Math from 12% to 15% overall
- Increase from 10% to 12% for Hispanic students
- maintained the proficiency level for FRL of 13%
- our 7th grade cohort group went from 24% to 28%
- our 8th grade cohort group went from 4% to 8%

As a result of the data gained from the aforementioned assessments, students are assigned Power English, Power Math, after-school tutoring and Saturday School. The expectation is that students who struggle in the area of ELA get small group instruction to "plug holes" in their learning by way of targeted instruction. Students are monitored for progress and transitioned out once they have made adequate gains. In addition, the assessment system guides differentiation in the mainstream classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. One change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

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

### ACTUAL

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 5%
- Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

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

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

**PLANNED**

**Priority 7:**

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

**ACTUAL**

**Priority 7:**

We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: AP World history, AP English, AP Spanish, Sports and Entertainment, and drama. Students are also able to engage in dual enrollment to broaden their electives options.

Expenditures

**BUDGETED**

\$500,000.00

1100 Teachers' Salaries

1300 Admin Salaries

**ESTIMATED ACTUAL**

\$500,000.00

1100 Teachers' Salaries

1300 Admin Salaries

Action

2

Actions/Services

**PLANNED**

**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 groups.

**ACTUAL**

**Priority 7:**

We have designed our master schedule to meet the needs of all students. We also provide opportunities for online and encourage participation in dual enrollment.

Expenditures

**BUDGETED**

\$69,000.00 salary

\$9,000.00 benefits

1300 – Dean's salary and benefits

**ESTIMATED ACTUAL**

\$70,000.00 salary

\$9,000.00 benefits

1300 – Dean's salary and benefits

Action

3

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

**ACTUAL**

**Priority 7:**

We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$8,000.00 1100 Teacher's Salary	\$8,500.00 1100 Teacher's Salary

Action **4**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	<b>Priority 7:</b> We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 220 Chromebooks. Our teachers have participated in PD on Blended Learning.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$11,000.00 1100 Teacher's salary	\$10,000.00 1100 Teacher's salary
		\$20,000.00 2900 IT professional's salary
		12,000.00 4400 Chromebook purchase

Action **5**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priorities 7 &amp; 8:</b> 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.	<b>Priorities 7 &amp; 8:</b> We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$1,000.00 5814 – Academic Competitions	\$2,200.00 5814 – Academic Competitions

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 offers Mathletes, a project-based group that is geared toward challenging students and offering them an opportunity to explore hands on math. Our students actively participate in project-based learning related to STEAM. Our science and math teachers engage our students in STEAM based projects and have our students participate in the MPS Annual STEAM Expo.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

# Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3:

- Number of School Site Council (SSC) meetings per year: 4
- Number of Parent Task Force (PTF) meetings per year: 4
- Number of activities/events for parent involvement per year: 5
- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6
- Percentage of students who have been home-visited by the teachers per year: 25%

#### Priority 5:

- ADA rate: 95%

### ACTUAL

#### Priority 3:

- Number of SSC meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of PTF meetings held this school year: 8  
Current: 8 By the end of 2016-17: 8 (planned)
- Number of activities/events held for parent involvement this school year: 11  
Current: 11 By the end of 2016-17: 11 (planned)
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year: 5  
Current: 5 By the end of 2016-17: 6 (planned)
- Percentage of students who have been home-visited by the teachers this school year: 13%  
Current: 13% By the end of 2016-17: 13% (planned)
- ADA rate: 94.8%

- Chronic absenteeism rate: less than 1%
- Middle school dropout rate: less than 1%
- High school dropout rate: less than 1%
- Four-year cohort graduation rate: 100%

**Priority 6:**

- Student suspension rate: 0%
- Student expulsion rate: 0%
- School experience survey participation rates:  
Students: 80% Families: 25% Staff: 90%
- School experience survey average approval rates  
Students: 85% Families: 85% Staff: 85%

2015-16: 95% Current: 94.8% By the end of 2016-17: 97% (projected)

- Chronic absenteeism rate:  
2015-16: 5% Current: 9.6% By the end of 2016-17: 10% (projected)
- Middle school dropout rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- High school dropout rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- Four-year cohort graduation rate:  
2015-16: 90.9% By the end of 2016-17: 100% (projected)

**Priority 6:**

- Student suspension rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- Student expulsion rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- School experience survey participation rates:  
Students: 88.1% Families: 15.20% Staff: 77.8%
- School experience survey average approval rates  
Students: 65% Families: 100% Staff: 100%

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

**PLANNED**

**Priority 3:**

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

**ACTUAL**

**Priority 3:**

We hold quarterly SSC, and PTF meetings to seek parent input in making decisions for the school.



Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$500.00 Title 1	\$500.00 Title I

Action **2**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>Priority 3:</b> We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. We have also hosted 7 sessions of Parent College, parent college graduation and a college tour of Loyola Marymount University (LMU).

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$2900.00 4720 Other food	\$2700.00 4720 Other food

Action **3**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>Priority 3:</b> We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$15,000.00 5800 CoolSIS fees	\$40,000.00 5800 CoolSIS fees

Action **4**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and	<b>Priority 3:</b> Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

involvement.

Expenditures

**BUDGETED**  
\$4,000.00  
Home-visit stipends -Title I

**ESTIMATED ACTUAL**  
\$1,500.00  
Home-visit stipends -Title I

Action

5

**PLANNED**  
**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.

**ACTUAL**  
**Priority 5:**  
We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Actions/Services

**BUDGETED**  
\$69,000.00 salary  
\$9,000.00 benefits  
1300 – Dean’s salary and benefits

**ESTIMATED ACTUAL**  
\$70,000.00 salary  
\$9,000.00 benefits  
1300 – Dean’s salary and benefits

Expenditures

Action

6

**PLANNED**  
**Priority 5:**  
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

**ACTUAL**  
**Priority 5:**  
We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Actions/Services

**BUDGETED**

**ESTIMATED ACTUAL**  
\$39,000.00  
2900 – Office Manager’s salary

Expenditures

Action

7

Actions/Services

**PLANNED**

**Priority 5:**

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

**ACTUAL**

**Priority 5:**

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

Expenditures

**BUDGETED**

\$ 65,000.00

1300 College Counselor’s Salary

**ESTIMATED ACTUAL**

\$70,000.00

1300 College Counselor’s Salary

Action

8

Actions/Services

**PLANNED**

**Priority 6:**

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

**ACTUAL**

**Priority 6:**

We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

**BUDGETED**

\$69,000.00 salary

1300 – Dean’s salary

**ESTIMATED ACTUAL**

\$70,000.00 salary

1300 – Dean’s salary

Action

9

Actions/Services

**PLANNED**

**Priority 6:**

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

**ACTUAL**

**Priority 6:**

Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

**BUDGETED**

\$25,000.00

**ESTIMATED ACTUAL**

\$8,500.00

5863 *Teacher PD*

5863 *Teacher PD*

Action

10

Actions/Services

**PLANNED**  
**Priority 6:**  
Charter School will annually administer school experience surveys to students, parents, and staff.

**ACTUAL**  
**Priority 6:**  
We have administered school experience surveys to our students, parents, and staff.

Expenditures

**BUDGETED**  
\$2,000.00  
  
Survey expenses

**ESTIMATED ACTUAL**  
\$2,000.00  
  
Survey expenses

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA 4 has been actively moving toward and implementing a restorative justice model around student discipline. This approach has caused and maintained a school climate/culture that lends itself to improved relationships amongst our school community. This is evident in the results of our most survey results. Our families and students report at a rate of 98% that they fell a sense of connectedness. MSA 4 also has an ADA rate that is on par for our set goal of 95% and is on track for a 100% graduation rate.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>We only have minor differences between Budgeted and Estimated Actual Expenditures.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, &amp; Services section of the LCAP.</p> <p>In an effort to help with our attendance rate, we will hold quarterly school-wide competitions to spur improved attendance.</p> <p>We continue our restorative justice practices to continue to foster a positive school climate. Per our most recent survey results, we will look into integrating a few changes to our program to include the feedback of our students.</p>

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 120 home visits during this school year and sought feedback from the parents for school improvement.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

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

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

- Priority 1:**
- To ensure teachers are appropriately assigned and fully credentialed
  - To ensure students have sufficient access to standards-aligned instructional materials
  - To ensure school facilities are maintained in good repair
- Priority 2:**
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners
- Priority 4:**
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
  - To ensure EL students make annual progress in learning English
  - To ensure our students are college/career ready
- Priority 8:**
- To ensure student proficiency in all courses

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%

<b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 90%	2019-20 (Expected): 90%
<b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 41.6 points below level 3 Socioeconomically Disadvantaged: 37.5 points below level 3 Hispanic: 37.2 points below level 3  2016-17 (Projected): All Students: 38.6 points below level 3 Socioeconomically Disadvantaged: 35.5 points below level 3 Hispanic: 35.2 points below level 3	2017-18 (Expected): All Students: 36.0 points below level 3 Socioeconomically Disadvantaged: 33.5 points below level 3 Hispanic: 33.2 points below level 3	2018-19 (Expected): All Students: 34.0 points below level 3 Socioeconomically Disadvantaged: 32.0 points below level 3 Hispanic: 31.2 points below level 3	2019-20 (Expected): All Students: 32.0 points below level 3 Socioeconomically Disadvantaged: 30.0 points below level 3 Hispanic: 29.0 points below level 3
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 92.2 points below level 3 English Learners: 112.2 points below level 3 Socioeconomically Disadvantaged: 91.2 points below level 3 Hispanic: 92.9 points below level 3  2016-17 (Projected): All Students: 90.2 points below level 3 English Learners: 110.2 points below level 3 Socioeconomically Disadvantaged: 90.2 points below level 3 Hispanic: 91.0 points below level 3	2017-18 (Expected): All Students: 89.2 points below level 3 English Learners: 109.2 points below level 3 Socioeconomically Disadvantaged: 89.2 points below level 3 Hispanic: 89.2 points below level 3	2018-19 (Expected): All Students: 87.2 points below level 3 English Learners: 107.2 points below level 3 Socioeconomically Disadvantaged: 88.0 points below level 3 Hispanic: 89.2 points below level 3	2019-20 (Expected): All Students: 89.2 points below level 3 English Learners: 105.2 points below level 3 Socioeconomically Disadvantaged: 87.0 points below level 3 Hispanic: 88.2 points below level 3



<b>Priority 4:</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	2015-16 (Actual): 100% 2016-17 (Projected): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 4:</b> Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 90%	2018-19 (Expected): 90%
<b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 3% 2016-17 (Projected): 28%	2017-18 (Expected): 32%	2018-19 (Expected): 34%	2019-20 (Expected): 36%
<b>Priority 4:</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): 15% 2016-17 Projected:30%	2017-18 (Expected): 32%	2018-19 (Expected): 33%	2019-20 (Expected): 34%
<b>Priority 4:</b> Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 4:</b> Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 19%	2017-18 (Expected): 21%	2018-19 (Expected): 23%	2019-20 (Expected): 25%
<b>Priority 4:</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2015-16 (Actual): ELA - 69% Math – 16%  2016-17 (Projected): ELA - 56% Math – 16%	2017-18 (Expected): ELA - 58% Math – 18%	2018-19 (Expected): ELA - 60% Math – 20%	2019-20 (Expected): ELA - 62% Math – 22%

**Priority 8:**  
Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives

2015-16 (Actual): 80%  
2016-17 (Projected): 82%

2017-18 (Expected):  
85%

2018-19 (Expected):  
88%

2018-19 (Expected):  
90%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$118,000.00	Amount: \$120,000.00	Amount: 122,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget: 1300 Principal's Salary	Budget: 1300 Principal's Salary	Budget: 1300 Principal's Salary5863

Reference

5863 Professional Development

Reference

5863 Professional Development

Reference

Professional Development

## Action 2

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 1:**

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

**2018-19**

New  Modified  Unchanged

**Priority 1:**

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

**2019-20**

New  Modified  Unchanged

**Priority 1:**

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

### BUDGETED EXPENDITURES

**2017-18**

Amount \$93,000.00

Source LCFF

Budget Reference 1300 Principal's Salary

**2018-19**

Amount \$95,000.00

Source LCF

Budget Reference 1300 Principal's Salary

**2019-20**

Amount \$97,000.00

Source LCFF

Budget Reference 1300 Principal's Salary

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0.00	Amount: \$0.00	Amount: \$0.00
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$25,000.00	<b>Amount</b> \$25,000.00	<b>Amount</b> \$25,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5863 Professional Development	<b>Budget Reference</b> 5863 Professional Development	<b>Budget Reference</b> 5863 Professional Development

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 7:</b> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> <input type="text" value="\$73,000.00"/>	<b>Amount</b> <input type="text" value="\$75,000.00"/>	<b>Amount</b> <input type="text" value="\$77,000.00"/>
<b>Source</b> <input type="text" value="LCFF Supp./Conc."/>	<b>Source</b> <input type="text" value="LCFF Supp. Conc."/>	<b>Source</b> <input type="text" value="LCFF Supp. Conc."/>
<b>Budget Reference</b> <input type="text" value="1300 Dean's salary"/>	<b>Budget Reference</b> <input type="text" value="1300 Dean's salary"/>	<b>Budget Reference</b> <input type="text" value="1300 Dean's salary"/>

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 7:</b> Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$150.00 Source: LCFF Supp./Conc. Budget Reference: 4320 Instructional Materials	Amount: \$500.00 Source: LCFF Supp./Conc. Budget Reference: 4320 Instructional Materials	Amount: \$500.00 Source: LCFF Supp./Conc. Budget Reference: 4320 Instructional Materials



Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> During the day, Charter School will provide additional supports and interventions to all students, including ELs.	During the day, Charter School will provide additional supports and interventions to all students, including ELs	During the day, Charter School will provide additional supports and interventions to all students, including ELs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$36,000.00	<b>Amount</b> \$38,000.00	<b>Amount</b> \$40,000.00
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> 1100 Power Teachers' salary	<b>Budget Reference</b> 1100 Power Teacher's salary	<b>Budget Reference</b> 1100 Power Teacher's Salary

Action **8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,000.00	Amount: \$27,000.00	Amount: \$29,000.00
Source: Title I	Source: Title I	Source: Title I
Budget Reference: 3010 Title I	Budget Reference: 3010 Title I	Budget Reference: 3010 Title I

Action **9**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> 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.	<b>Priorities 2, 4, &amp; 8:</b> 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.	<b>Priorities 2, 4, &amp; 8:</b> 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$73,000.00	Amount: \$75,000.00	Amount: \$77,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1300 Dean's salary	Budget Reference: 1300 Dean's salary	Budget Reference: 1300 Dean's salary

Action **10**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$73,000.00	<b>Amount</b> \$75,000.00	<b>Amount</b> \$77,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1300 College Counselor's salary	<b>Budget Reference</b> 1300 College Counselor's salary	<b>Budget Reference</b> 1300 College Counselor's Salary

Action **11**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$54, 000.00	<b>Amount</b> \$56, 500.00	<b>Amount</b> \$55, 000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100 Teacher’s salaries 5863 PD/Workshop	<b>Budget Reference</b> 1100 Teacher’s salaries 5863 PD/Workshop	<b>Budget Reference</b> 1100 Teacher’s salaries 5863 PD/Workshop

Action **12**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> 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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$73,000.00 Source: LCFF Supp./Conc. Budget Reference: 1300 Teacher's salary	Amount: \$75,000.00 Source: LCFF Supp./Conc. Budget Reference: 1300 Teacher's salary	Amount: 77, 000.00 Source: LCFF Supp./Conc. Budget Reference: 1300 Teacher's salary

New

Modified

Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 7:**

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

#### **Priority 8:**

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

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

<p><b>Priority 7:</b> Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club</p>	<p>2016-17 (Actual): 3%</p>	<p>2017-18 (Expected): 4%</p>	<p>2019-20 (Expected): 5%</p>	<p>2019-20 (Expected): 7%</p>
<p><b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p>	<p>2016-17 (Actual): 80%</p>	<p>2017-18 (Expected): 85%</p>	<p>2018-19 (Expected): 90%</p>	<p>2019-20 (Expected): 95%</p>



PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priority 7:</b>                      Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p><b>Priority 7:</b>                      Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p><b>Priority 7:</b>                      Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$520,000.00"/>	Amount <input type="text" value="\$530,000.00"/>	Amount <input type="text" value="\$540,000.00"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 Teacher's salary	Budget Reference	1100 Teacher's salary	Budget Reference	1100 Teacher's salary

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	<b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	<b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$73,000.00	Amount: \$75,000.00	Amount: \$77,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget: 1300 Dean's salary	Budget: 1300 Dean's salary	Budget: 1300 Dean's salary

Reference



Reference



Reference



Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$8,500.00	<b>Amount</b> \$9,500.00	<b>Amount</b> 10,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100 Teacher's salary	<b>Budget Reference</b> 1100 Teacher's salary	<b>Budget Reference</b> 1100 Teacher's salary

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$11,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100 Teacher's salary	<b>Amount</b> \$11,500.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100 Teacher's salary	<b>Amount</b> 12,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1100 Teacher's salary

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 7 &amp; 8:</b> 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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,200.00	Amount: \$3,000.00	Amount: \$4,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5814 Academic Competitions	Budget Reference: 5814 Academic Competition	Budget Reference: 5814 Academic Competition

New Modified Unchanged

## Goal 3

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

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### Priority 3:

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

#### Priority 5:

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

#### Priority 6:

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b>	Current: 4	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

Number of activities/events for parent involvement per year	By the end of 2016-17: 5 (Planned)	5	4	4
<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 23% By the end of 2016-17: 15% (Planned)	2017-18 (Expected): 20%	2018-19 (Expected): 20%	2019-20 (Expected): 20%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 95% (Projected)	2017-18 (Expected): 96%	2018-19 (Expected): 97%	2019-20 (Expected): 97%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 5% Current: 9.6% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 3%	2018-19 (Expected): 2%	2019-2020 (Expected): 2%
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2017-18 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 5:</b> High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 5:</b> Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 0.4% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%



	(Projected)			
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 67.7% Families: 31.1% Staff: 75%	2017-18 (Expected): Students: 70% Families: 50% Staff: 80%	2018-19 (Expected): Students: 75% Families: 55% Staff: 85%	<b>N/A</b> 2018-19 (Expected): Students: 80% Families: 60% Staff: 88%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 74% Families: 100% Staff: 100%	2017-18 (Expected): Students: 79% Families: 100% Staff: 100%	2018-19 (Expected): Students: 81% Families: 100% Staff: 100%	2018-19 (Expected): Students: 83% Families: 100% Staff: 100%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$500.00	<b>Amount</b> \$500.00	<b>Amount</b> \$500.00
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc	<b>Source</b> LCFF Supp./Conc
<b>Budget Reference</b> 3010 Title I	<b>Budget Reference</b> 3010 Title I	<b>Budget Reference</b> 3010 Title I

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$3000.00	<b>Amount</b> \$3500.00	<b>Amount</b> \$3500.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 4720 other food	<b>Budget Reference</b> 4720 other food	<b>Budget Reference</b> 4720 other food

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$40,000.00 Source: LCFF Budget Reference: 5800 CoolSIS	Amount: \$40,000.00 Source: LCFF Budget Reference: 5800 CoolSIS	Amount: \$40,000 Source: LCFF Budget Reference: 5800 Coolsis

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$2000.00	<b>Amount</b> \$2000.00	<b>Amount</b> \$2000.00
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> 3010 Title I	<b>Budget Reference</b> 3010 Title I	<b>Budget Reference</b> 3010 Title I

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> 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.	<b>Priority 5:</b> 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.	<b>Priority 5:</b> 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$73,000.00	Amount: \$75,000.00	Amount: \$77,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1300 Dean's salary	Budget Reference: 1300 Dean's salary	Budget Reference: 1300 Dean's Salary

Action **6**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$39,000.00	<b>Amount</b> \$40,000.00	<b>Amount</b> \$42,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2900 Classified staff	<b>Budget Reference</b> 2900 Classified	<b>Budget Reference</b> 2900 Classified staff

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$73,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1300 College Counselor's salary	<b>Amount</b> \$75,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1300 College Counselor's salary	<b>Amount</b> \$77,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 1300 College Counselor's salary



Action **8**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$73,000.00	<b>Amount</b> \$75,000.00	<b>Amount</b> \$77,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1300 Dean's salary	<b>Budget Reference</b> 1300 Dean's salary	<b>Budget Reference</b> 1300 Dean's salary

Action **9**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,000.00	Amount: \$26,000.00	Amount: \$27,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863 Teacher PD	Budget Reference: 5863 Teacher PD	Budget Reference: 5863 Teacher PD

Action **10**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<a href="#">Location(s)</a>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.	Charter School will annually administer school experience surveys to students, parents, and staff.	Charter School will annually administer school experience surveys to students, parents, and staff.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<b>Amount</b> \$2,000.00	<b>Amount</b> \$2,300.00	<b>Amount</b> \$2500.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> Survey expense	<b>Budget Reference</b> Survey expense	<b>Budget Reference</b> Survey expense

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 366,012.00

Percentage to Increase or Improve Services:

24.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as an important feature of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high-expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and will monitor student behavior and social/emotional progress.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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



## Planned Actions/Services

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

## Location(s)

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

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

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

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

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

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

## Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

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

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

- (1) The number of 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 5 *CCR* 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).

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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



## Guiding Questions: Goals, Actions, and Services

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

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-5		
Contact Name and Title	Brad Plonka, Principal	Email and Phone	<a href="mailto:bplonka@magnoliapublicschools.org">bplonka@magnoliapublicschools.org</a> (818) 609-0507

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy-5 (MSA-5), is a classroom-based charter school serving grades 6–9 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008 and in the city of Hollywood, MSA-5 moved to Reseda for the 2014-15 school year. MSA-5 has continued to grow each year from 106 students in 2014-15 to currently 189 for this 2016-17 school. Also, MSA-5 has will add a grade level each year till to 2020 where they will have their first graduating class and be a 6-12 SPAN school. MSA-5's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-5 currently has 189 students in grades 6-9 and will be adding 10<sup>th</sup> grade for the 2017-18 school year. The majority of MSA-5's enrollment is from Reseda, CA and neighboring communities. The neighborhoods that MSA-5 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-5 serves face economic challenges. MSA-5's diverse enrollment includes 84% Hispanic/Latino, 7% White, 86% Socioeconomically Disadvantaged, 21% Special Education, and 21% English Learners.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

### LCAP HIGHLIGHTS

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

MSA-5's LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
- The need to continue our improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems (Note: *DELETE this note after you read it: Check the list in section titled Stakeholder Engagement and Impact on LCAP and annual update. You can copy the most important items from there.*)

MSA-5 has also worked on its annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### GREATEST PROGRESS

Overall growth in ELA, Increased significantly 29.9 to -25.5 below level 3. ELs increased 10.1 and 67.8 below. Socio disadvantaged increased 28 and 28.9 below. Latinos increased 22.4 and 36.9 below

Overall growth in Math, increased 13.7 and 91.1 below, socio disadvantaged increased 13.1 and 94.2 below, SPED, Latino and ELs all maintained.

Suspension rate is at 0% over the past two years implementing alternatives to suspension

Survey results show a 10% increase in average approval from parents. Overall satisfaction increased with families and students 16%, Family 1%

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### GREATEST NEEDS

In both Math and ELA our Special Education population was very low at 191.7 points below level 3 in Math and very low at 126.9 points below level 3 in ELA. Also we were very low with our ELs and Latino students as well in Math. Special Education students need more attention and more PD for teaching students with disabilities are needed. More math tutoring provided through Title I funds, Saturday school, Power Math and after school tutoring for all struggling sub groups.

Also, based upon our student survey results, topic 5 (growth mindset) and topic 6 (self-efficacy) has shown the lowest percent's favorable by students. Continue Parent College and continue to have staff connect with their students and help students set goals beyond high school.

Attendance is an another alarming area as MSA-5 is struggling to achieve their 95% ADA goal and has currently 16% chronic absenteeism rate.

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

### PERFORMANCE GAPS

Though the majority of our student groups showed growth in Math and in ELA, still the majority were categorized low or very low.

MSA-5 is planning to continue to provide students a variety of supports such as after school tutoring, Saturday School, Power classes, and 1 on 1 tutoring with staff and/or another company that will tutor at home or at school. Also, MSA-5 will continue to provide staff with PD on differentiated instruction, Response to Intervention (RTI), and working with diverse learners.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

MSA-5 will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings (i.e. workshops).  
 EL students will receive in-class instructional support, which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.  
 MSA-5 will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.  
 MSA-5 will provide academic supports and remediation, counseling, and social/emotional support to our students.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,311,381.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,761,235.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

\$1,915,595.00	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016–17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>EXCELLENCE: All students will pursue academic excellence and be college/career ready.</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

**Priority 1:**

- Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

**Priority 2:**

- Percentage of state standards implementation for all students, including English learners: 100%

**Priority 4:**

- For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017

### ACTUAL

**Priority 1:**

- Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: N/A

**Priority 2:**

- Percentage of state standards implementation for all students, including English learners: 100%

**Priority 4:**

- The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.

ELA/Literacy		Mathematics	
2016	2017 (Projected)	2016	2017 (Projected)
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- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 3% increase from the prior year
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 3% increase from the prior year
- Percentage of students in grades 9-11 who will participate in the PSAT test: N/A
- Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 15%

**Priority 8:**

- Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 70%

Schoolwide	41%	45%	15%	18%
English Learners	9%	12%	6%	9%
Socioecon. Disadv.	40%	43%	14%	17%
Students w/ Disabilities	3%	6%	0%	3%
Hispanic or Latino	37%	40%	10%	13%
White	54%	57%	20%	23%

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

	Reading/ELA		Math	
	Fall 2016	Spring 2017 (projected)	Fall 2016	Spring 2017 (projected)
Schoolwide	67%	40%	64%	35%
English Learners	32%	35%	37%	20%
Socioecon. Disadv.	69%	40%	62%	33%
Students w/ Disabilities	22%	15%	29%	20%
African American	N/A	N/A	N/A	N/A
Hispanic or Latino	68%	38%	62%	30%
White	N/A	N/A	N/A	N/A

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 3% increase from the prior year.

2015-16: 30%      2016-17: 35%

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

2015-16: 18%      Current: 20%      By the end of 2016-17: 28% (projected)

- Percentage of students in grades 9-11 who have participated in the PSAT test: 100%
- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 20%

**Priority 8:**

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:

2015-16: 70%      Current: 70%      By the end of 2016-17: 70% (projected)

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

**Priority 1:**

MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance.

**ACTUAL**

**Priority 1:**

All teacher credentials have been reviewed. We have supported two of our teachers for their credentialing needs. We are compliant with its teacher assignments.

Expenditures

**BUDGETED**

\$6000.00

**ESTIMATED ACTUAL**

\$4129.00

Action **2**

Actions/Services

**PLANNED**

**Priority 1:**

MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.

**ACTUAL**

**Priority 1:**

We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures

**BUDGETED**

\$164,900.00

**ESTIMATED ACTUAL**

\$109,000.00

Action **3**

Actions/Services

**PLANNED**

**Priority 1:**

MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**ACTUAL**

**Priority 1:**

We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**

Action **4**

Actions/Services

PLANNED	ACTUAL
<p><b>Priority 2:</b></p> <p>MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)</p>	<p><b>Priority 2:</b></p> <p>Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$2200.00	\$2200.00

Action **5**

Actions/Services

PLANNED	ACTUAL
<p><b>Priorities 2, 4, &amp; 7:</b></p> <p>MSA-5 will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.</p>	<p><b>Priorities 2, 4, &amp; 7:</b></p> <p>We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$10,000.00	\$10,000.00

Action **6**

Actions/Services

PLANNED	ACTUAL
<p><b>Priorities 2, 4, &amp; 7:</b></p> <p>MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. MSA-5 will ensure that teachers participate in professional development on ELD.</p>	<p><b>Priorities 2, 4, &amp; 7:</b></p> <p>Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$1,200	



Action **7**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 8:</b> During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 8:</b> During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.
	<b>BUDGETED</b> \$20,000.00	<b>ESTIMATED ACTUAL</b> \$20,700.00

Action **8**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 8:</b> MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 8:</b> We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
	<b>BUDGETED</b> \$10,000.00	<b>ESTIMATED ACTUAL</b> \$10,000.00

Action **9**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 8:</b> 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.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 8:</b> Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.
	<b>BUDGETED</b> \$68,399.00	<b>ESTIMATED ACTUAL</b> \$75,000.00

Action **10**

Actions/Services

**PLANNED**

**Priority 4:**

MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.

**ACTUAL**

**Priority 4:**

Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**

Action

11

Actions/Services

**PLANNED**

**Priority 4:**

MSA-5 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.

**ACTUAL**

**Priority 4:**

We offer "Advisory" classes in grades 9 and "College Readiness" classes and programs preparing students for college readiness.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**

\$132.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; the district does facility inspections periodically (Prop. 39); we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5’s data has continued to trend in the right direction where students and school data met their targets. MSA-5 was able have their reclassification grow from 18% to 28% and ELs progress was able to grow 5%, 2% more than the 3% target. Also, after offering the PSAT for the first time, MSA-5 was able to get 100% participation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	MSA-5 was able spend \$56,000.00 less in instructional materials due to not needing as many resources due to remaining instructional materials from the previous year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students’ progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric “percentage of students who meet their growth targets” on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students who will have sufficient access to all academic and educational programs provided by MSA-5 as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

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

### ACTUAL

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 3%
- Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 85%

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

**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. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

**ACTUAL**

**Priority 7:**

We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: Foreign Language, Computer Programming, Physical Education, Life Skills, and Advanced Math

Expenditures

**BUDGETED**

\$1,218,813.00

**ESTIMATED ACTUAL**

\$1,159,590.00

Action **2**

Actions/Services

**PLANNED**

**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 groups.

**ACTUAL**

**Priority 7:**

We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.

Expenditures

**BUDGETED**

\$68,399.00

**ESTIMATED ACTUAL**

\$75,000.00

Action **3**

Actions/Services

**PLANNED**

**Priority 7:**

MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.

**ACTUAL**

**Priority 7:**

We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**

\$8594.90 (textbooks & teacher stipend)

Action

# 4

Actions/Services

**PLANNED**

**Priority 7:**

MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning.

**ACTUAL**

**Priority 7:**

We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 96 Chromebooks, 10 all-in-one desktops. Our teachers have participated in PD on Blended Learning.

Expenditures

**BUDGETED**

\$23,000.00

**ESTIMATED ACTUAL**

\$34,175.00

Action

# 5

Actions/Services

**PLANNED**

**Priorities 7 & 8:**

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.

**ACTUAL**

**Priorities 7 & 8:**

We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

**BUDGETED**

\$1,000.00

**ESTIMATED ACTUAL**

\$1,000.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online classes; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 was able to have more student participation in STEAM projects from 80% to 85%. Also, to have make our advanced math class, a class versus a after school club from 2015-16 to 2016-17. Also, MSA-5 was able to offer more days and period for students to take a computer class as an elective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	MSA-5 needed to spend an additional \$11,000.00 for 96 chromebooks for classrooms, charging stations, and 10 all-in-one computers for the computer lab so that all students would have access to technology. Also, spent an additional \$8600 for advanced math textbooks and a stipend for a teacher to teach an additional class period daily.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3:

- Number of School Site Council (SSC) meetings per year: 4
- Number of English Learner Advisory Committee (ELAC) meetings per year: 4
- Number of Parent Task Force (PTF) meetings per year: 4
- Number of activities/events for parent involvement per year: 5
- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6
- Percentage of students who have been home-visited by the teachers per year: 20%

#### Priority 5:

### ACTUAL

#### Priority 3:

- Number of SSC meetings held this school year: 4  
Current: 4 By the end of 2016-17: 5 (planned)
- Number of ELAC meetings held this school year: 2  
Current: 2 By the end of 2016-17: 4 (planned)
- Number of PTF meetings held this school year: 5  
Current: 5 By the end of 2016-17: 5 (planned)
- Number of activities/events held for parent involvement this school year: 5  
Current: 5 By the end of 2016-17: 5 (planned)
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year: 5  
Current: 5 By the end of 2016-17: 6 (planned)
- Percentage of students who have been home-visited by the teachers this school year: 35%  
Current: 35% By the end of 2016-17: 35% (planned)



- ADA rate: 95%
- Chronic absenteeism rate: 10%
- Middle school dropout rate: 1%
- High school dropout rate: 1%

**Priority 6:**

- Student suspension rate: 5%
- Student expulsion rate: 1%
- School experience survey participation rates:  
Students: 80% Families: 25% Staff: 90%
- School experience survey average approval rates  
Students: 70% Families: 70% Staff: 70%

- ADA rate:  
2015-16: 95% Current: 94% By the end of 2016-17: 95% (projected)
- Chronic absenteeism rate:  
2015-16: 14% Current: 16% By the end of 2016-17: 12% (projected)
- Middle school dropout rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- High school dropout rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)

**Priority 6:**

- Student suspension rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- Student expulsion rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- School experience survey participation rates:  
Students: 89.4% Families: 63.1% Staff: 100%
- School experience survey average approval rates  
Students: 61% Families: 94% Staff: 90%

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

**Priority 3:**

MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

**ACTUAL**

**Priority 3:**

We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.

Expenditures	BUDGETED	ESTIMATED ACTUAL
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Action **2**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>ACTUAL</b> <b>Priority 3:</b> We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, 8 <sup>th</sup> grade parent meetings, Parent College and parent conferences.
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Expenditures	<b>BUDGETED</b> \$6,000.00 (Ex: Parent College)	<b>ESTIMATED ACTUAL</b> \$6,000.00
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Action **3**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>ACTUAL</b> <b>Priority 3:</b> We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.
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Expenditures	<b>BUDGETED</b> \$10,000.00	<b>ESTIMATED ACTUAL</b> \$9600.00
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Action **4**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>ACTUAL</b> <b>Priority 3:</b> Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.
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Expenditures	<b>BUDGETED</b> \$2000.00	<b>ESTIMATED ACTUAL</b> \$4000.00
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Action **5**

Actions/Services

**PLANNED**

**Priority 5:**

MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.

**ACTUAL**

**Priority 5:**

We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

**BUDGETED**

\$5,000.00 Dean of Culture Stipend

**ESTIMATED ACTUAL**

Action **6**

Actions/Services

**PLANNED**

**Priority 5:**

MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

**ACTUAL**

**Priority 5:**

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

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**

Action **7**

Actions/Services

**PLANNED**

**Priority 5:**

MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

**ACTUAL**

**Priority 5:**

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

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**

Action **8**

Actions/Services

**PLANNED**

**Priority 6:**

MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

**ACTUAL**

**Priority 6:**

We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

**BUDGETED**

**ESTIMATED ACTUAL**

Action

9

Actions/Services

**PLANNED**

**Priority 6:**

MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**ACTUAL**

**Priority 6:**

Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

**BUDGETED**

\$10,000.00

**ESTIMATED ACTUAL**

\$12,000.00 Teacher PD

Action

10

Actions/Services

**PLANNED**

**Priority 6:**

MSA-5 will annually administer school experience surveys to students, parents, and staff.

**ACTUAL**

**Priority 6:**

We have administered school experience surveys to our students, parents, and staff.

Expenditures

**BUDGETED**

\$1500.00

**ESTIMATED ACTUAL**

\$1500.00

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-5 has gone two years without a suspension or expulsion. Also, MSA-5’s survey results show approval growth from parents from 84% to 94% and student satisfaction up 16% from 58% to 74%.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>We only have minor differences between Budgeted and Estimated Actual Expenditures.”</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, &amp; Services section of the LCAP.</p>

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

In order to promote learning and provide a more positive learning experience for our students, MSA-5 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Hot Chocolate with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and MSA-5 staff makes home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

MSA-5 has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA-5 has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. MSA-5's staff has also made 66 home visits during this school year and sought feedback from the parents for school improvement.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

MSA-5's LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college preparedness by offering a college planning and career exploration program for students early on, strengthening existing "Advisory" programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes adding Art as an elective and hiring a security guard.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

- Priority 1:**
- To ensure teachers are appropriately assigned and fully credentialed
  - To ensure students have sufficient access to standards-aligned instructional materials
  - To ensure school facilities are maintained in good repair
- Priority 2:**
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners
- Priority 4:**
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
  - To ensure EL students make annual progress in learning English
  - To ensure our students are college/career ready
- Priority 8:**
- To ensure student proficiency in all courses

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%

<p><b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>100%</p>	<p>100%</p>
<p><b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing</p>	<p>2016-17 (Actual): 90%</p>	<p>2017-18 (Expected): 90%</p>	<p>90%</p>	<p>90%</p>
<p><b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>100%</p>	<p>100%</p>
<p><b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2015-16 (Actual): All Students: 25.5 points below level 3 English Learners: 67.8 points below level 3 Socioeconomically Disadvantaged: 28.9 points below level 3 Students with Disabilities: 126.9 points below level 3 Hispanic: 36.9 points below level 3</p> <p>2016-17 (Projected): All Students: 18.5 points below level 3 English Learners: 60.8 points below level 3 Socioeconomically Disadvantaged: 21.9 points below level 3 Students with Disabilities: 106.9 points below level 3 Hispanic: 29.9 points below level 3</p>	<p>2017-18 (Expected): All Students: 11.5 points below level 3 English Learners: 53.8 points below level 3 Socioeconomically Disadvantaged: 14.9 points below level 3 Students with Disabilities: 99.9 points below level 3 Hispanic: 22.9 points below level 3</p>	<p>(Expected): All Students: 6.5 points below level 3 English Learners: 43.8 points below level 3 Socioeconomically Disadvantaged: 9.9 points below level 3 Students with Disabilities: 89.9 points below level 3 Hispanic: 17.9 points below level 3</p>	<p>(Expected): All Students 1.5 points below level 3 English Learners: 38.8 points below level 3 Socioeconomically Disadvantaged: 4.9 points below level 3 Students with Disabilities: 84.9 points below level 3 Hispanic: 12.9 points below level 3</p>
<p><b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2015-16 (Actual): All Students: 91.1 points below level 3 English Learners: 120.4 points below level 3 Socioeconomically Disadvantaged: 94.2 points below level 3 Students with Disabilities: 191.7 points below level 3 Hispanic: 105.3 points below level 3</p> <p>2016-17 (Projected):</p>	<p>2017-18 (Expected): All Students: 81.1 points below level 3 English Learners: 90.4 points below level 3 Socioeconomically Disadvantaged: 84.2 points below level 3 Students with Disabilities: 161.7 points below level 3 Hispanic: 85.3 points below level 3</p>	<p>2017-18 (Expected): All Students: 71.1 points below level 3 English Learners: 80.4 points below level 3 Socioeconomically Disadvantaged: 74.2 points below level 3 Students with Disabilities: 146.7 points below level 3 Hispanic: 75.3 points below level 3</p>	<p>2017-18 (Expected): All Students: 67.1 points below level 3 English Learners: 76.4 points below level 3 Socioeconomically Disadvantaged: 70.2 points below level 3 Students with Disabilities: 136.7 points below level 3 Hispanic: 71.3 points below level 3</p>



	<p>All Students: 86.1 points below level 3  English Learners: 105.4 points below level 3  Socioeconomically Disadvantaged: 89.2 points below level 3  Students with Disabilities: 176.7 points below level 3  Hispanic: 90.3 points below level 3</p>			
<p><b>Priority 4:</b>  Percentage of students meeting their growth targets on the MAP Reading assessment</p>	<p>2015-16 Fall to Spring (Actual):  All Students: 67%  English Learners: 32%  Socioeconomically Disadvantaged: 69%  Students with Disabilities: 22%  Hispanic: 68%</p> <p>2016-17 Fall to Spring (Projected):  All Students: 40%  English Learners: 35%  Socioeconomically Disadvantaged: 40%  Students with Disabilities: 15%  Hispanic: 38%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 43%  English Learners: 38%  Socioeconomically Disadvantaged: 43%  Students with Disabilities: 18%  Hispanic: 41%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 48%  English Learners: 42%  Socioeconomically Disadvantaged: 48%  Students with Disabilities: 22%  Hispanic: 45%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 52%  English Learners: 46%  Socioeconomically Disadvantaged: 52%  Students with Disabilities: 26%  Hispanic: 50%</p>
<p><b>Priority 4:</b>  Percentage of students meeting their growth targets on the MAP Mathematics assessment</p>	<p>2015-16 Fall to Spring (Actual):  All Students: 64%  English Learners: 27%  Socioeconomically Disadvantaged: 62%  Students with Disabilities: 29%  Hispanic: 62%</p> <p>2016-17 Fall to Spring (Projected):  All Students: 35%  English Learners: 20%  Socioeconomically Disadvantaged: 33%  Students with Disabilities: 20%  Hispanic: 20%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 38%  English Learners: 23%  Socioeconomically Disadvantaged: 53%  Students with Disabilities: 23%  Hispanic: 33%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 42%  English Learners: 27%  Socioeconomically Disadvantaged: 56%  Students with Disabilities: 26%  Hispanic: 36%</p>	<p>2017-18 Fall to Spring (Expected):  All Students: 46%  English Learners: 31%  Socioeconomically Disadvantaged: 60%  Students with Disabilities: 30%  Hispanic: 40%</p>
<p><b>Priority 4:</b>  Percentage of EL students making annual progress in</p>	<p>2016-17 (Actual):  30%</p>	<p>2017-18 (Expected):  35%</p>	<p><b>38%</b></p>	<p><b>41%</b></p>

learning English as measured by the CELDT and/or ELPAC				
<b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 20% 2016-17 (Projected): 28%	2017-18 (Expected): 20%	20%	20%
<b>Priority 4:</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	2015-16 (Actual): N/A 2016-17 Projected: N/A	2017-18 (Expected): N/A	N/A	25%
<b>Priority 4:</b> Percentage of students in grades 9-11 who will participate in the PSAT test	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%
<b>Priority 4:</b> Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): N/A	2017-18 (Expected): 20%	20%	20%
<b>Priority 4:</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2015-16 (Actual): N/A 2016-17 (Projected): N/A	2017-18 (Expected): N/A	N/A	50%
<b>Priority 8:</b> Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 70% 2016-17 (Projected): 70%	2017-18 (Expected): 75%	78%	80%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	<b>Priority 1:</b> MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs	<b>Priority 1:</b> MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,000.00 Source: LCFF	Amount: \$6,000.00 Source: LCFF	Amount: \$6,000.00 Source: LCFF

Budget Reference

5863

Budget Reference

5863

Budget Reference

5863

## Action 2

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

New  Modified  Unchanged

##### Priority 1:

MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.

#### 2018-19

New  Modified  Unchanged

##### Priority 1:

MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.

#### 2019-20

New  Modified  Unchanged

##### Priority 1:

MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$100,500.00

Source LCFF

#### 2018-19

Amount \$120,000.00

Source LCFF

#### 2019-20

Amount \$135,000.00

Source LCFF

Budget Reference

4100-4200-4300-4400

Budget Reference

4100-4200-4300-4400

Budget Reference

4100-4200-4300-4400

### Action 3

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 1:**

MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**2018-19**

New  Modified  Unchanged

**Priority 1:**

MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**2019-20**

New  Modified  Unchanged

**Priority 1:**

MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

### BUDGETED EXPENDITURES

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 2:</b> MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>Priority 2:</b> MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>Priority 2:</b> MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2500.00	Amount: \$2500.00	Amount: \$2500.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 4325	Budget Reference: 4325	Budget Reference: 4325

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b> MSA-5 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-5 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p><b>Priorities 2, 4, &amp; 7:</b> MSA-5 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-5 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p><b>Priorities 2, 4, &amp; 7:</b> MSA-5 will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-5 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000.00	Amount: \$5,000.00	Amount: \$5,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 4200 -1100	Budget Reference: 4200 -1100	Budget Reference: 4200 -1100

Action **6**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, which includes one-on-one teacher support and small group instruction. MSA-5 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-5 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

**2018-19**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, which includes one-on-one teacher support and small group instruction. MSA-5 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-5 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 7:**

MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, which includes one-on-one teacher support and small group instruction. MSA-5 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-5 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**



Amount	\$3,000.00	Amount	\$3,000.00	Amount	\$4,000.00
Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.	Source	LCFF Supp./Conc.
Budget Reference	1100	Budget Reference	1100	Budget Reference	1100

Action **7**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	<b>Priorities 2, 4, &amp; 8:</b> During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	<b>Priorities 2, 4, &amp; 8:</b> During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$50,000.00	Amount: \$50,000.00	Amount: \$50,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.

Budget Reference

Title I Funds - 4320

Budget Reference

Title I Funds - 4320

Budget Reference

Title I Funds - 4320

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

#### 2018-19

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

#### 2019-20

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$10,000.00

Source LCFF Supp./Conc.

Budget Reference Title Funds

#### 2018-19

Amount \$10,000.00

Source LCFF Supp./Conc.

Budget Reference Title Funds

#### 2019-20

Amount \$10,000.00

Source LCFF Supp./Conc.

Budget Reference Title Funds

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> 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.	<b>Priorities 2, 4, &amp; 8:</b> 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.	<b>Priorities 2, 4, &amp; 8:</b> 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$85,000.00	Amount: \$87,000.00	Amount: \$89,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1300	Budget Reference: 1300	Budget Reference: 1300

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.	<b>Priority 4:</b> MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.	<b>Priority 4:</b> MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$50,000.00	\$50,000.00
Source	LCFF	LCFF
Budget Reference	1300	1300

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> MSA-5 will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	<b>Priority 4:</b> MSA-5 will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	<b>Priority 4:</b> MSA-5 will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5000.00	Amount: \$5000.00	Amount: \$5000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 4325	Budget Reference: 4325	Budget Reference: 4325

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> MSA-5 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.	<b>Priority 4:</b> MSA-5 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.	<b>Priority 4:</b> MSA-5 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text"/>	Amount <input type="text"/>	Amount <input type="text"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

New                       Modified                       Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 7:**

- To increase student access to a broad course of study
- To offer innovative courses and programs

#### **Priority 8:**

- To ensure student participation and achievement in innovative courses and programs

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	100%	100%

<p><b>Priority 7:</b> Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club</p>	<p>2016-17 (Actual): 3%</p>	<p>2017-18 (Expected): 5%</p>	<p>8%</p>	<p>10%</p>
<p><b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>100%</p>	<p>100%</p>
<p><b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p>	<p>2016-17 (Actual): 85%</p>	<p>2017-18 (Expected): 90%</p>	<p>90%</p>	<p>90%</p>



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> 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. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<b>Priority 7:</b> 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. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<b>Priority 7:</b> 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. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$1,399,410.00"/>	Amount <input type="text" value="\$1,500,000.00"/>	Amount <input type="text" value="\$1,600,000.00"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100-1300-2400-2900-3000s	Budget Reference	1100-1300-2400-2900-3000s	Budget Reference	1100-1300-2400-2900-3000s

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> 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 groups.	<b>Priority 7:</b> 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 groups.	<b>Priority 7:</b> 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 groups.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$85,000.00	Amount \$87,000.00	Amount \$89,000.00
Source LCFF	Source LCFF	Source LCFF

Budget Reference

1300

Budget Reference

1300

Budget Reference

1300

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 7:**

MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.

**2018-19**

New  Modified  Unchanged

**Priority 7:**

MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.

**2019-20**

New  Modified  Unchanged

**Priority 7:**

MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.

### BUDGETED EXPENDITURES

**2017-18**

Amount

\$3,000.00

Source

LCFF

Budget Reference

4100

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning.	<b>Priority 7:</b> MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning	<b>Priority 7:</b> MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$31,000.00	Amount: \$51,000.00	Amount: \$55,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1100 - 4400	Budget Reference: 1100 - 4400	Budget Reference: 1100 - 4400

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 7 &amp; 8:</b> 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.	<b>Priorities 7 &amp; 8:</b> 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	<b>Priorities 7 &amp; 8:</b> 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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1030	Amount: \$2500	Amount: \$5000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5814	Budget Reference: 5814	Budget Reference: 5814

New Modified Unchanged

## Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 3:**

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

#### **Priority 5:**

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

#### **Priority 6:**

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 4	4	4
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 2 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	4	4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 5 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 4	4	4
<b>Priority 3:</b>	Current: 5	2017-18 (Expected):	4	4

Number of activities/events for parent involvement per year	By the end of 2016-17: 5 (Planned)	5		
<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	5	5
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	6	6
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 35% By the end of 2016-17: 35% (Planned)	2017-18 (Expected): 25%	25%	25%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 95% Current: 94% By the end of 2016-17: 95% (Projected)	2017-18 (Expected): 95%	95%	95%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 14% Current: 16% By the end of 2016-17: 12% (Projected)	2017-18 (Expected): 12%	10%	8%
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	0%	0%
<b>Priority 5:</b> High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	0%	0%
<b>Priority 5:</b> Four-year cohort graduation rate	2015-16 (Actual): N/A By the end of 2016-17: N/A (Projected)	2017-18 (Expected): N/A	N/A	95%
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 5%	5%	5%
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 1%	1%	1%

	(Projected)			
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 89.4% Families: 63.1% Staff: 100%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 61% Families: 94% Staff: 90%	2017-18 (Expected): Students: 65% Families: 90% Staff: 85%	2017-18 (Expected): Students: 65% Families: 90% Staff: 85%	2017-18 (Expected): Students: 65% Families: 90% Staff: 85%



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	<b>Priority 3:</b> MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	<b>Priority 3:</b> MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: _____	Amount: _____
Source: LCFF Supp./Conc.	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>Priority 3:</b> MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>Priority 3:</b> MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$1,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Title one	<b>Amount</b> \$1,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Title one	<b>Amount</b> \$1,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Title one

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 will communicate further with the parents of students who are performing below grade level.	<b>Priority 3:</b> MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 will communicate further with the parents of students who are performing below grade level.	<b>Priority 3:</b> MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 will communicate further with the parents of students who are performing below grade level.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000.00	Amount: \$10,000.00	Amount: \$10,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5887	Budget Reference: 5887	Budget Reference: 5887

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>Priority 3:</b> MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>Priority 3:</b> MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$6000.00	<b>Amount</b> \$6000.00	<b>Amount</b> \$6000.00
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> Title I	<b>Budget Reference</b> Title I	<b>Budget Reference</b> Title I

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> 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.	<b>Priority 5:</b> 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.	<b>Priority 5:</b> 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000.00	Amount: \$10,000.00	Amount: \$10,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1100 - 5820	Budget Reference: 1100 - 5820	Budget Reference: 1100 - 5820

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>Priority 5:</b> MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>Priority 5:</b> MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$795.00	Amount: \$1000.00	Amount: \$1200.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5900	Budget Reference: 5900	Budget Reference: 5900

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>Priority 5:</b> MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>Priority 5:</b> MSA-5 will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,000.00	Amount: \$25,000.00	Amount: \$25,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 4320	Budget Reference: 4320	Budget Reference: 4320

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	<b>Priority 6:</b> MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	<b>Priority 6:</b> MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference



Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>Priority 6:</b> MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>Priority 6:</b> MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000.00	Amount: \$10,000.00	Amount: \$10,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> MSA-5 will annually administer school experience surveys to students, parents, and staff.	<b>Priority 6:</b> MSA-5 will annually administer school experience surveys to students, parents, and staff.	<b>Priority 6:</b> MSA-5 will annually administer school experience surveys to students, parents, and staff.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2000.00	Amount: \$2000.00	Amount: \$2000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5887	Budget Reference: 5887	Budget Reference: 5887

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 394,673

Percentage to Increase or Improve Services:

25.95 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

- MSA-5 will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-5 will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA-5 will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support, which includes one-on-one teacher support and small group instruction. MSA-5 will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-5 will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, MSA-5 will provide additional supports and interventions to all students, including ELs. MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. MSA-5 strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- MSA-5 will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. MSA-5 will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-5 uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- MSA-5 staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. MSA-5 will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA-5 will ensure that staff participates in PD on restorative practices and PBIS. Our admin team and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.



## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?



# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy 6		
Contact Name and Title	John Terzi, Principal	Email and Phone	<a href="mailto:jterzi@magnoliapublicschools.org">jterzi@magnoliapublicschools.org</a> (310) 842-8555

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy 6 serves students and community by connecting the school environment to their household and develops plans and strategies to promote unity. Students at MSA-6 learn to communicate effectively and become aware of today’s current events and opportunities.

By designing daily tasks that require students’ attention outside of school, LEA makes learning possible at home as well. The Palms’ community enriched with opportunities for family involvements in public entity allows students use the resources to continuously create and learn new information. While students use community’s resources to complete their project, the LEA provide necessary tools, strategies, and procedure to serve both the students and community.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, 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 staff make home visits. The home visits serves as a way to inform, educate, and gather input & feedback from all critical stakeholders.

Magnolia Science Academy 6 has an approved charter petition with measurable student outcomes and methods to assess student progress, a student self development (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.

## **LCAP HIGHLIGHTS**

Identify and briefly summarize the key features of this year's LCAP.

The following are the major goal areas in the revised LCAP:

- Fully implement state-adopted ELA, Math, and Science (Next Generation Science Standards) 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 ELA and Math enrichment, and to provide increased instructional support to all student subgroups, including these student groups
- 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

## **REVIEW OF PERFORMANCE**

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## **GREATEST PROGRESS**

Some of the greatest progress include:

- Purchasing of common-core aligned instructional materials for English, Math, and History
- Addition of school-level support positions, e.g., instructional coach and teachers' aid to assist with daily instructions.
- Improvements in English Learner services and providing EL students with additional help and extra period class.

- Increasing employee salaries and implementing performance pay
- Investing in effective technology to enhance instruction in the classroom
- Offering an annual STEAM EXPO and multicultural food festival
- Other input includes improving school facilities, identification and support of immigrant students and foster youth, starting parent college program, and sustaining after school clubs and Saturday School.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

Overall Performance in yellow color: Students’ performance in areas of English Learners

Parent involvement: Started the parent college program

Mathematic Performance: Addition of power math (pull out period to daily schedule).

Too many numbers of instructional period: Reducing the 8 period to 7 period by increasing the number of minutes for each period.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

In terms of performance in areas of Math, new program, ALEKS, have been implemented and used in all three grade levels. This program has help students to make progress toward their goal as they learn each mathematic concept in depth. Additionally, students in need of additional help have been placed in a small pull out group to work on mathematical concepts they have not yet mastered yet.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Providing students with an after school program that includes meals as well have increase the participation of our low-income students. Students’ participation in after school programs have increased in tutoring and academic clubs.

Communication with parents of low-income students through school wide events and home visits.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

**\$1,789,080**

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

**\$1,552,865**

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

*Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.*

\$1,600,000.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	<p>EXCELLENCE: All students will pursue academic excellence and be college/career ready.</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>▪ Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%</li> <li>▪ Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%</li> <li>▪ Percentage of items on facility inspection checklists in compliance/good standing: 90%</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>▪ Percentage of state standards implementation for all students, including English learners: 100%</li> </ul> <p><b>Priority 4:</b></p> <ul style="list-style-type: none"> <li>▪ For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017</li> </ul>
--

### ACTUAL

<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>▪ Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%</li> <li>▪ Percentage of students who have sufficient access to standards-aligned instructional materials: 100%</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>▪ Percentage of state standards implementation for all students, including English learners: 100%</li> </ul> <p><b>Priority 4:</b></p> <ul style="list-style-type: none"> <li>▪ The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.</li> </ul> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="border-bottom: 1px dashed black;"></th> <th colspan="2" style="text-align: center; border-bottom: 1px dashed black;">ELA/Literacy</th> <th colspan="2" style="text-align: center; border-bottom: 1px dashed black;">Mathematics</th> </tr> <tr> <th style="border-bottom: 1px dashed black;"></th> <th style="text-align: center; border-bottom: 1px dashed black;">2016</th> <th style="text-align: center; border-bottom: 1px dashed black;">2017 (Projected)</th> <th style="text-align: center; border-bottom: 1px dashed black;">2016</th> <th style="text-align: center; border-bottom: 1px dashed black;">2017 (Projected)</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px dashed black;">Schoolwide</td> <td style="text-align: center; border-bottom: 1px dashed black;">44%</td> <td style="text-align: center; border-bottom: 1px dashed black;">48%</td> <td style="text-align: center; border-bottom: 1px dashed black;">26%</td> <td style="text-align: center; border-bottom: 1px dashed black;">30%</td> </tr> </tbody> </table>		ELA/Literacy		Mathematics			2016	2017 (Projected)	2016	2017 (Projected)	Schoolwide	44%	48%	26%	30%
	ELA/Literacy		Mathematics												
	2016	2017 (Projected)	2016	2017 (Projected)											
Schoolwide	44%	48%	26%	30%											

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring
- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

**Priority 5:**

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%

English Learners	18%	22%	18%	21%
Socioecon. Disadv.	42%	45%	25%	28%
Students w/ Disabilities	11%	15%	14%	16%
African American	37%	41%	23%	26%
Hispanic or Latino	43%	47%	24%	27%
White	64%	68%	64%	68%

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

	Reading/ELA		Math	
	Fall 2016	Spring 2017 (projected)	Fall 2016	Spring 2017 (projected)
Schoolwide	42%	45%	20%	23%
English Learners	16%	20%	15%	17%
Socioecon. Disadv.	40%	42%	21%	25%
Students w/ Disabilities	10%	12%	12%	14%
African American	35%	38%	18%	20%
Hispanic or Latino	40%	44%	20%	22%
White	60%	65%	50%	55%

*(You are encouraged to include winter test results, interim assessment results, or indicators that may inform about current or projected proficiency rates.)*

2015-16: 100%      2016-17: 100% (projected)

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

2015-16: 60%      2016-17: 65%

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

2015-16: 42%      Current: 42%      By the end of 2016-17: 44% (projected)

- Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 50% in 2016-17.

2015-16: N/A      Current: N/A      By the end of 2016-17: N/A

- Percentage of students in grades 9-11 who have participated in the PSAT test: N/A
- Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: N/A.
- Please note that the state has developed new indicators for college/career readiness, including SBAC, dual enrollment, AP, and CTE criteria. The Charter School will replace the language of the EAP outcome with “Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments.”

2015-16: N/A      2016-17: N/A

**Priority 8:**

- Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives:

2015-16: 80%      Current: 75%      By the end of 2016-17: 82% (projected)

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<b>PLANNED</b> <b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	<b>ACTUAL</b> <b>Priority 1:</b> All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with its teacher assignments.
	<b>BUDGETED</b> \$12,000.00 (5800-BTSA expenses, EL authorization fee)	<b>ESTIMATED ACTUAL</b> \$12,500.00

Action **2**

Actions/Services	<b>PLANNED</b> <b>Priority 1:</b> Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	<b>ACTUAL</b> <b>Priority 1:</b> We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.
	<b>BUDGETED</b> \$49,200.00 ( 4100-4200-4300-4400 (Books and Supplies, Materials)	<b>ESTIMATED ACTUAL</b> \$70,000.00

Action

3

Actions/Services

**PLANNED**

**Priority 1:**

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**ACTUAL**

**Priority 1:**

We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

**BUDGETED**

\$11,000.00 (5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits)

**ESTIMATED ACTUAL**

\$26,000.00

Action

4

Actions/Services

**PLANNED**

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

**ACTUAL**

**Priority 2:**

Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures

**BUDGETED**

\$8,000.00 (MAP testing fees, PD, 5800 Professional Development on CCSS)

**ESTIMATED ACTUAL**

\$7,500.00

Action

5

Actions/Services

**PLANNED**

**Priorities 2, 4, & 7:**

Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.

**ACTUAL**

**Priorities 2, 4, & 7:**

We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

Expenditures

**BUDGETED**

\$10,000.00 (ELD core materials, ELD supplemental materials Focused PD on ELD standards)

**ESTIMATED ACTUAL**

\$10,000.00



Action

# 6

Actions/Services

**PLANNED**

**Priorities 2, 4, & 7:**

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.

**ACTUAL**

**Priorities 2, 4, & 7:**

Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

**BUDGETED**

**\$5,000.00** *(Ex: 5800 Professional Development on EL strategies)*

**ESTIMATED ACTUAL**

**\$6,000.00**

Action

# 7

Actions/Services

**PLANNED**

**Priorities 2, 4, & 8:**

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

**ACTUAL**

**Priorities 2, 4, & 8:**

During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.

Expenditures

**BUDGETED**

**\$20,000.00** *Power English and Math teacher salaries (Title I funds)*

**ESTIMATED ACTUAL**

**\$20,000.00**

Action

# 8

Actions/Services

**PLANNED**

**Priorities 2, 4, & 8:**

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

**ACTUAL**

**Priorities 2, 4, & 8:**

We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

Expenditures

**BUDGETED**

**\$10,000.00** *After school and Saturday ELA/math tutoring (Title I funds)*

**ESTIMATED ACTUAL**

**\$2,000.00**

Action

# 9

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priorities 2, 4, & 8:**

Working with the Home Office, our Dean of Academics 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 with our staff.

Expenditures

**BUDGETED**

\$75,000.00 (*Dean of Academics salary & benefits*)

**ESTIMATED ACTUAL**

\$65,000.00

Action

10

Actions/Services

**PLANNED**

**Priority 4:**

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

**ACTUAL**

**Priority 4:**

Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

**BUDGETED**

N/A

**ESTIMATED ACTUAL**

N/A

Action

11

Actions/Services

**PLANNED**

**Priority 4:**

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

**ACTUAL**

**Priority 4:**

Based on student needs and interests, we have offered the following AP courses this year:

Expenditures

**BUDGETED**

N/A

**ESTIMATED ACTUAL**

N/A

Action

12

**Actions/Services**

**PLANNED**

**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.

**ACTUAL**

**Priority 4:**

We offer “Advisory” classes in grades 9-12 and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.

**Expenditures**

**BUDGETED**

N/A

**ESTIMATED ACTUAL**

N/A

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. This year, we were able to reclassify 9 of the 21 students (RFEP) to the status of reclassified. The interim results have shown growth year to year for both the ELA and in Mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted \$49K for books, supplies and materials but we had to increase it to \$70K due to our students’ academic needs. We also purchased new Common Core history textbooks for all students. We budgeted \$11K for janitorial services, but we had to increase services during the year to provide a better campus for students and staff.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. One change is that we will use a different metric, Distance from Level 3, for our students’ progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric “percentage of students who meet their growth targets” on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.



# Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

### ACTUAL

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%

#### Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 95%

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	<b>PLANNED</b> <b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<b>ACTUAL</b> <b>Priority 7:</b> We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: computer, life skills, and PE.
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Expenditures	<b>BUDGETED</b> \$577,000.00	<b>ESTIMATED ACTUAL</b> \$570,000.00
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Action **2**

Actions/Services	<b>PLANNED</b> <b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	<b>ACTUAL</b> <b>Priority 7:</b> We have designed our master schedule to meet the needs of all students.
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Expenditures	<b>BUDGETED</b> \$75,000.00 (Dean of Academics salary and benefits)	<b>ESTIMATED ACTUAL</b> \$65,000.00
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Action **3**

Actions/Services	<b>PLANNED</b> <b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	<b>ACTUAL</b> <b>Priority 7:</b> We offer both "Advanced Math" class and club to students in grades 6-8.
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Expenditures	<b>BUDGETED</b> N/A	<b>ESTIMATED ACTUAL</b> N/A
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Action **4**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

**ACTUAL**

**Priority 7:**

We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date. Our teachers have participated in PD on Blended Learning.

Expenditures

**BUDGETED**

**\$50,000.00** (*Computer/Technology teacher salaries & benefits*)

**ESTIMATED ACTUAL**

**\$53,000.00**

Action

**5**

Actions/Services

**PLANNED**

**Priorities 7 & 8:**

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.

**ACTUAL**

**Priorities 7 & 8:**

We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

**BUDGETED**

**\$2,000.00** (*STEAM Expo expenses, science equipment,*)

**ESTIMATED ACTUAL**

**\$1,000.00**

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students have a science project that they need to complete every year. Students are also encouraged to participate in the LA County science fair and the STEAM expo yearly event.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted \$50K for computer technology classes, but we had to spend \$53K due to purchasing some online programs like ALEKS (Math) and Learning.com (computer).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.



# Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3:

- Number of School Site Council (SSC) meetings per year: 4
- Number of English Learner Advisory Committee (ELAC) meetings per year: 4
- Number of Parent Task Force (PTF) meetings per year: 9
- Number of activities/events for parent involvement per year: 15
- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6
- Percentage of students who have been home-visited by the teachers per year: 25%

#### Priority 5:

- ADA rate: 95%

### ACTUAL

#### Priority 3:

- Number of SSC meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of ELAC meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of PTF meetings held this school year: 9  
Current: 7 By the end of 2016-17: 2(planned)
- Number of activities/events held for parent involvement this school year: 4  
Current: 4 By the end of 2016-17: 5 (planned)
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year: 5  
Current: 5 By the end of 2016-17: 6 (planned)
- Percentage of students who have been home-visited by the teachers this school year: 23%  
Current: 23% By the end of 2016-17: 25% (planned)
- ADA rate:

<ul style="list-style-type: none"> <li>Middle school dropout rate: 0%</li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>Student suspension rate: 0%</li> <li>Student expulsion rate: 0%</li> <li>School experience survey participation rates: Students: 80% Families: 50% Staff: 90%</li> <li>School experience survey average approval rates Students: 70% Families: 90% Staff: 80%</li> </ul>	<p>2015-16: 95% Current: 97% By the end of 2016-17: 97% (projected)</p> <ul style="list-style-type: none"> <li>Chronic absenteeism rate: 2015-16: 5% Current: 4% By the end of 2016-17: 5% (projected)</li> <li>Middle school dropout rate: 2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)</li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>Student suspension rate: 2015-16: 0.5% Current: 0% By the end of 2016-17: 0% (projected)</li> <li>Student expulsion rate: 2016-17: 0% Current: 0% By the end of 2016-17: 0% (projected)</li> <li>School experience survey participation rates: Students: 97.7% Families: 54.7% Staff: 93.3%</li> <li>School experience survey average approval rates Students: 66% Families: 97% Staff: 88%</li> </ul>
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[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p><b>PLANNED</b></p> <p><b>Priority 3:</b></p> <p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p>	<p><b>ACTUAL</b></p> <p><b>Priority 3:</b></p> <p>We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.</p>
	<p><b>BUDGETED</b></p> <p>N/A</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>N/A</p>
Expenditures		

Action

2

Actions/Services

**PLANNED**

**Priority 3:**

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

**ACTUAL**

**Priority 3:**

We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with the principal, parent college, and parent conferences.

Expenditures

**BUDGETED**

\$5,000.00 (Parent College)

**ESTIMATED ACTUAL**

\$5,000.00

Action

3

Actions/Services

**PLANNED**

**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. Charter School will communicate further with the parents of students who are performing below grade level.

**ACTUAL**

**Priority 3:**

We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

**BUDGETED**

\$10,000.00 (Cool SIS fees)

**ESTIMATED ACTUAL**

\$10,000.00

Action

4

Actions/Services

**PLANNED**

**Priority 3:**

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

**ACTUAL**

**Priority 3:**

Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

**BUDGETED**

\$3,000.00 (Home-visit stipends)

**ESTIMATED ACTUAL**

\$1,000.00

Action **5**

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priority 5:**

We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

**BUDGETED**

\$52,000.00 (*Life Skills salary & benefits*)

**ESTIMATED ACTUAL**

\$52,000.00

Action **6**

Actions/Services

**PLANNED**

**Priority 5:**

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

**ACTUAL**

**Priority 5:**

We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

**BUDGETED**

\$40,000.00 (*Attendance clerk salary & benefits*)

**ESTIMATED ACTUAL**

\$43,000.00

Action **7**

Actions/Services

**PLANNED**

**Priority 5:**

Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

**ACTUAL**

**Priority 5:**

We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

Expenditures

**BUDGETED**

N/A (Duplicated expense: See Goal 1, Actions 10 & 12)

**ESTIMATED ACTUAL**

N/A (Duplicated expense: See Goal 1, Actions 10 & 12)

Action **8**

Actions/Services

**PLANNED**

**Priority 6:**

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

**ACTUAL**

**Priority 6:**

We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

**BUDGETED**

**\$67,000.00** (Dean of Students salary & benefits)

**ESTIMATED ACTUAL**

**\$75,000.00**

Action

9

Actions/Services

**PLANNED**

**Priority 6:**

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**ACTUAL**

**Priority 6:**

Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

**BUDGETED**

**\$1,000.00** (Teacher PD on classroom management)

**ESTIMATED ACTUAL**

**\$1,200.00**

Action

10

Actions/Services

**PLANNED**

**Priority 6:**

Charter School will annually administer school experience surveys to students, parents, and staff.

**ACTUAL**

**Priority 6:**

We have administered school experience surveys to our students, parents, and staff.

Expenditures

**BUDGETED**

**\$3,000.00** (Survey expenses)

**ESTIMATED ACTUAL**

**\$1,000.00**

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. A result from building a connection with our families is: higher ADA rate, less suspensions, and increased parental involvement and support.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

### How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-6 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 20 home visits during this school year and sought feedback from the parents for school improvement.

## IMPACT ON LCAP AND ANNUAL UPDATE

### How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

- Priority 1:**
- To ensure teachers are appropriately assigned and fully credentialed
  - To ensure students have sufficient access to standards-aligned instructional materials
  - To ensure school facilities are maintained in good repair
- Priority 2:**
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners
- Priority 4:**
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
  - To ensure EL students make annual progress in learning English
  - To ensure our students are college/career ready
- Priority 8:**
- To ensure student proficiency in all courses

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%



<p><b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing</p>	<p>2016-17 (Actual): 90%</p>	<p>2017-18 (Expected): 90%</p>	<p>2018-19 (Expected): 90%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2015-16 (Actual): All Students: 8.9 points below level 3 English Learners: 30.2 points below level 3 Socioeconomically Disadvantaged: 14.7 points below level 3 Students with Disabilities: 62.8 points below level 3 African American: 11.9 points above level 3 Hispanic: 14.1 points below level 3 White: N/A</p> <p>2016-17 (Projected): All Students: 7.9 points below level 3 English Learners: 29.2 points below level 3 Socioeconomically Disadvantaged: 12.5 points below level 3 Students with Disabilities: 61.5 points below level 3 Hispanic: 12.5 points below level 3</p>	<p>2017-18 (Expected): All Students: 6.0 points below level 3 English Learners: 28.0 points below level 3 Socioeconomically Disadvantaged: 11.0 points below level 3 Students with Disabilities: 58.0 points below level 3 Hispanic: 11.0 points below level 3</p>	<p>2018-19 (Expected): All Students: 5.0 points below level 3 English Learners: 25.0 points below level 3 Socioeconomically Disadvantaged: 9.0 points below level 3 Students with Disabilities: 55.0 points below level 3 Hispanic: 9.0 points below level 3</p>	<p>2019-20 (Expected): All Students: 4.0 points below level 3 English Learners: 22.0 points below level 3 Socioeconomically Disadvantaged: 7.0 points below level 3 Students with Disabilities: 52.0 points below level 3 Hispanic: 7.0 points below level 3</p>
<p><b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2015-16 (Actual): All Students: 56.3 points below level 3 English Learners: 78 points below level 3 Socioeconomically Disadvantaged: 60.3 points below level 3 Students with Disabilities: 86.2 points below level 3</p>	<p>2017-18 (Expected): All Students: 52.0 points below level 3 English Learners: 71.0 points below level 3 Socioeconomically Disadvantaged: 52.7 points below level 3 Students with Disabilities: 83.1 points below level 3</p>	<p>2018-19 (Expected): All Students: 49.0 points below level 3 English Learners: 68.0 points below level 3 Socioeconomically Disadvantaged: 50.0 points below level 3 Students with Disabilities: 80.0 points below level 3</p>	<p>2019-20 (Expected): All Students: 46.0 points below level 3 English Learners: 65.0 points below level 3 Socioeconomically Disadvantaged: 47.0 points below level 3 Students with Disabilities: 77.0 points below level 3</p>

	<p>Hispanic: 62.2 points below level 3 White: N/A</p> <p>2016-17 (Projected): All Students: 54.2 points below level 3 English Learners: 75 points below level 3 Socioeconomically Disadvantaged: 57.5 points below level 3 Students with Disabilities: 83.6 points below level 3 Hispanic: 60.2 points below level 3</p>	<p>Hispanic: 56.3 points below level 3 White: N/A</p>	<p>Hispanic: 53.3 points below level 3 White: N/A</p>	<p>Hispanic: 50.3 points below level 3 White: N/A</p>
<p><b>Priority 4:</b> Percentage of students meeting their growth targets on the MAP Reading assessment</p>	<p>2015-16 Fall to Spring (Actual): All Students: 40% English Learners: %14 Socioeconomically Disadvantaged: 37% Students with Disabilities: 10% Hispanic: 42% White: 60</p> <p>2016-17 Fall to Spring (Projected): All Students: 42% English Learners: 16% Socioeconomically Disadvantaged: 40% Students with Disabilities: 11% Hispanic: 43% White: 62</p>	<p>2017-18 Fall to Spring (Expected): All Students: 45% English Learners: 20% Socioeconomically Disadvantaged: 42% Students with Disabilities: 12% Hispanic: 45% White: 65%</p>	<p>2018-19 Fall to Spring (Expected): All Students: 48% English Learners: 22% Socioeconomically Disadvantaged: 44% Students with Disabilities: 13% Hispanic: 46% White: 66%</p>	<p>2019-20 Fall to Spring (Expected): All Students: 45% English Learners: 20% Socioeconomically Disadvantaged: 42% Students with Disabilities: 14% Hispanic: 48% White: 68%</p>
<p><b>Priority 4:</b> Percentage of students meeting their growth targets on the MAP Mathematics assessment</p>	<p>2015-16 Fall to Spring (Actual): All Students: 20% English Learners: 15% Socioeconomically Disadvantaged: 21% Students with Disabilities: 12% Hispanic: 20% White: 50%</p> <p>2016-17 Fall to Spring (Projected): All Students: 23% English Learners: 17% Socioeconomically Disadvantaged: 21%</p>	<p>2017-18 Fall to Spring (Expected): All Students: 23% English Learners: 17% Socioeconomically Disadvantaged: 23% Students with Disabilities: 14% Hispanic: 22% White: 52%</p>	<p>2018-19 Fall to Spring (Expected): All Students: 25% English Learners: 19% Socioeconomically Disadvantaged: 25% Students with Disabilities: 15% Hispanic: 24% White: 54%</p>	<p>2018-19 Fall to Spring (Expected): All Students: 27% English Learners: 20% Socioeconomically Disadvantaged: 27% Students with Disabilities: 16% Hispanic: 26% White: 56%</p>

	Students with Disabilities: 14% Hispanic: 22% White: 55			
<b>Priority 4:</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	N/A	N/A	N/A	N/A
<b>Priority 4:</b> Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 42%	2017-18 (Expected): 46%	2018-19 (Expected): 50%	2019-20 (Expected): 54%
<b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 42% 2016-17 (Projected): 44%	2017-18 (Expected): 45%	2018-19 (Expected): 46%	2019-20 (Expected): 47%
<b>Priority 4:</b> Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	N/A	N/A	N/A	N/A
<b>Priority 4:</b> Percentage of students in grades 9-11 who will participate in the PSAT test	N/A	N/A	N/A	N/A
<b>Priority 4:</b> Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	N/A	N/A	N/A	N/A
<b>Priority 4:</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	N/A	N/A	N/A	N/A

<p><b>Priority 8:</b> Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives</p>	<p>2015-16 (Actual): 80% 2016-17 (Projected): 82%</p>	<p>2017-18 (Expected): 84%</p>	<p>2018-19 (Expected): 86%</p>	<p>2019-20 (Expected): 88%</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,000.00	Amount: \$20,000.00	Amount: \$20,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget: 5863	Budget: 5863	Budget: 5863

Reference

Reference

Reference

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$72,000.00

Source LCFF

Budget Reference 4100, 4200, 4300, 4400

**2018-19**

Amount \$75,000.00

Source LCFF

Budget Reference 4100, 4200, 4300, 4400

**2019-20**

Amount \$75,000.00

Source LCFF

Budget Reference 4100, 4200, 4300, 4400

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$32,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5615, 5500, 2900, 3000	<b>Amount</b> \$35,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5615, 5500, 2900, 3000	<b>Amount</b> \$35,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5615, 5500, 2900, 3000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,000.00	Amount: \$20,000.00	Amount: \$20,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863



Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>                      Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000.00	Amount: \$5,000.00	Amount: \$5,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 4100, 4200, 4300, 5863	Budget Reference: 4100, 4200, 4300, 5863	Budget Reference: 4100, 4200, 4300, 5863

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>                      Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount: \$2,000.00</p>	<p>Amount: \$2,000.00</p>	<p>Amount: \$2,000.00</p>
<p>Source: LCFF Supp./Conc.</p>	<p>Source: LCFF Supp./Conc.</p>	<p>Source: LCFF Supp./Conc.</p>
<p>Budget: 5863</p>	<p>Budget: 5863</p>	<p>Budget: 5863</p>

Reference

Reference

Reference

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$15,000.00

Source LCFF Supp./Conc.

Budget Reference 3010

**2018-19**

Amount \$15,000.00

Source LCFF Supp./Conc.

Budget Reference 3010

**2019-20**

Amount \$15,000.00

Source LCFF Supp./Conc.

Budget Reference 3010

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000.00	Amount: \$15,000.00	Amount: \$15,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$174,000.00	<b>Amount</b> \$174,000.00	<b>Amount</b> \$174,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1300, 3000	<b>Budget Reference</b> 1300, 3000	<b>Budget Reference</b> 1300, 3000

New

Modified

Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 7:**

- To increase student access to a broad course of study
- To offer innovative courses and programs

#### **Priority 8:**

- To ensure student participation and achievement in innovative courses and programs

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students	2%	4%	6%	8%

<p>enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club</p>				
<p><b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p>	<p>2016-17 (Actual): 80%</p>	<p>2017-18 (Expected): 85%</p>	<p>2018-19 (Expected): 90%</p>	<p>2019-20 (Expected): 95%</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$510,000.00	Amount: \$550,000.00	Amount: \$600,000.00
Source: LCFF	Source: LCFF	Source: LCFF



Budget Reference

1100, 1300

Budget Reference

1100, 1300

Budget Reference

1100, 1300

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**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 groups.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$75,000.00

Source LCFF

Budget Reference 1100, 1300

**2018-19**

Amount \$77,000.00

Source LCFF

Budget Reference 1100, 1300

**2019-20**

Amount \$80,000.00

Source LCFF

Budget Reference 1100, 1300

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300	<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300	<b>Amount</b> Included in Goal 2 Action 1 <b>Source</b> LCFF <b>Budget Reference</b> 1100, 1300

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000.00	Amount: \$5,000.00	Amount: \$5,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 7 &amp; 8:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$25,000.00	<b>Amount</b> \$25,000.00	<b>Amount</b> \$25,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5863, 5830	<b>Budget Reference</b> 5863, 5830	<b>Budget Reference</b> 5863, 5830

New

Modified

Unchanged

## Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 3:**

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

#### **Priority 5:**

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout

#### **Priority 6:**

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 8 By the end of 2016-17: 9 (Planned)	2017-18 (Expected): 9	2018-19 (Expected): 9	2019-20 (Expected): 9
<b>Priority 3:</b> Number of activities/events for parent involvement per year	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5

<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 23% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 96% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 97%	2018-19 (Expected): 97%	2019-20 (Expected): 97%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 4%	2018-19 (Expected): 4%	2019-20 (Expected): 4%
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 5:</b> High school dropout rate	N/A	N/A	N/A	N/A
<b>Priority 5:</b> Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	N/A	N/A	N/A
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 0.5% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 97.7% Families: 54.7%	2017-18 (Expected): Students: 98% Families: 65%	2018-19 (Expected): Students: 99% Families: 75%	2019-20 (Expected): Students: 100% Families: 85%

	Staff: 93.3%	Staff: 95%	Staff: 96%	Staff: 100%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 66% Families: 97% Staff: 88%	2017-18 (Expected): Students: 75% Families: 95% Staff: 90%	2018-19 (Expected): Students: 80% Families: 96% Staff: 92%	2019-20 (Expected): Students: 85% Families: 97% Staff: 94%

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$6,000.00	Amount: \$6,000.00	Amount: \$6,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 4720	Budget Reference: 4720	Budget Reference: 4720



Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,000.00	Amount: \$6,000.00	Amount: \$6,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 4720	Budget Reference: 4720	Budget Reference: 4720

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000.00	Amount: \$10,000.00	Amount: \$10,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5887	Budget Reference: 5887	Budget Reference: 5887

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$1,000.00 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 3010	<b>Amount</b> \$2,000.00 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 3010	<b>Amount</b> \$2,000.00 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 3010

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 5:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$174,000.00	<b>Amount</b> \$174,000.00	<b>Amount</b> \$174,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$62,000.00	<b>Amount</b> \$62,000.00	<b>Amount</b> \$62,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2400	<b>Budget Reference</b> 2400	<b>Budget Reference</b> 2400

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$30,000.00	Amount: \$30,000.00	Amount: \$30,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 2900, 3000	Budget Reference: 2900, 3000	Budget Reference: 2900, 3000

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$75,000.00	Amount: \$77,000.00	Amount: \$80,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1100, 1300	Budget Reference: 1100, 1300	Budget Reference: 1100, 1300

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000.00	Amount: \$2,000.00	Amount: \$2,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863



Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000.00	Amount: \$1,000.00	Amount: \$1,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5822	Budget Reference: 5822	Budget Reference: 5822

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 356,319.00

Percentage to Increase or Improve Services:

29.78 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.



## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]; Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy-7		
Contact Name and Title	Fatih Metin, Principal	Email and Phone	<a href="mailto:fmetin@magnoliapublicschools.org">fmetin@magnoliapublicschools.org</a> (818) 886-0585

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy 7 is a classroom-based charter school serving grades TK–5 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2002, MSA-7’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 currently has 290 students in grades TK-5, and mainly draws enrollment from Northridge, CA and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-7 serves face economic challenges. MSA-7 has a diverse enrollment, including 63.45 % Hispanic/Latino, 20 % White, 71% Socioeconomically Disadvantaged, 17.59% Special Education, and 23.45 % English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs.

### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

- Parents’ appreciation of being involved in the decision-making process and the need for continuous parent training via activities
- The need to continue our improvements in designated/integrated English Learner services
- Providing more schoolwide support programs to students while teaching MATH and ELA; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Keeping effective teachers and improving teacher observation and evaluation systems
  - Providing Gifted Programs/Enrichment Programs who are designated as gifted/high achieving.
  - Continuing and expanding Art program
  - Improving and Maintaining School building

The Charter School has also worked on its annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

All students need support on Math and ELA education and SPED Students and EL Students Need more help in ELA.



## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

- Parent, student and staff over all happiness is more than 98 percent for the school. MSA-7 organized more than 20 family events yearly in addition to PTF, SSC, ELAC meetings.
- It is the third year staff retention is 100%, if we exclude yearly one teacher moving to the cheaper states.
- There is a designated ELD Coordinator who serves EL students, which is must for MSA-7 with 1/4 of students are EL. Our EL color is blue in the dashboard.
- Both suspension, and expulsion rates are 0%. MSA-7 is a safe school with structured supervision under 5 TAs, in addition to the clear school procedures.
- Numerous counseling services relief students' difficulties.
- STEM Art Integration: MSA-7 is a STEAM School. All students participated science projects individually or as a team member. MSA-7 provided art classes by CSUN art students.
- According to the SBAC Test, MSA-7 is better than all 8 neighborhood schools in ELA.
- According to the SBAC Test, MSA-7 is better than 6 out of 8 neighborhood schools in Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

- MSA-7 need robust Math education system which addresses the needs of low achieving and high achieving students.
- With high SPED student ratio, MSA-7 need additional Resource Teacher.
- Student absenteeism should be addressed.
- Based on surveys, school building need to be upgraded.
- Based on indicators, Math and ELA instruction should be strengthened.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

**In ELA, EL , SPED and Socioeconomically Disadvantaged Students need more support to get closer to Level 3.**

**In Math, SPED, EL, Socioeconomically Disadvantaged Students , and Latino Students need more support to get closer to Level 3.**

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- MSA-7 will have 1/2 more SPED Teacher to serve increased number of SPED students.
- Fostering collaborative discussions about student data & implementation.
- More meaningful Math Instruction by implementing pre-test and post-tests.
- Increasing efficiency and time for intervention programs.
- Utilizing After School Program to support ELA and Math education.
- Teachers will be trained on teaching strategies of Mathematics.
- Teachers will be trained on teaching students with special needs.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

**\$3,531,344**

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

**\$2,190,500**

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

**\$2,625,738**

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1</b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.
---------------	---

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

**Priority 1:**

- Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

**Priority 2:**

- Percentage of state standards implementation for all students, including English learners: 100%

**Priority 4:**

- For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017

### ACTUAL

**Priority 1:**

- Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%
- Percentage of students who have sufficient access to standards-aligned instructional materials: 100%
- Percentage of items on facility inspection checklists in compliance/good standing: 90%

**Priority 2:**

- Percentage of state standards implementation for all students, including English learners: 100%

**Priority 4:**

- The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.

	ELA/Literacy		Mathematics	
	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	52 %	57 %	35 %	40 %
English Learners	13 %	18 %	18 %	23 %
Socioecon. Disadv.	46 %	51 %	27 %	32 %
Students w/ Disabilities	16 %	21 %	16 %	21 %

- Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year

- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

**Priority 8:**

Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%

African American	*	*	*	*
Hispanic or Latino	49 %	54 %	31 %	36 %
White	50 %	55 %	46 %	51 %

- The following shows projected proficiency rates of our students in ELA/Literacy and Mathematics on the 2017 SBAC based on their Fall 2016 MAP Reading and Mathematics assessment results and expected proficiency rates on the Spring 2017 MAP test. Please note that the Charter School will use a different metric next year, i.e., percentage of students meeting their growth targets, in place of projected percentage of proficiency.

	Reading/ELA		
	Fall 2016	Winter 2017	Spring 2017 (projected)
Schoolwide	33 %	34 %	38 %
English Learners	10 %	4 %	15 %
Socioecon. Disadv.	27 %	29 %	32 %
Students w/ Disabilities	17 %	25%	25 %
African American	*	*	
Hispanic or Latino	32.8 %	35.9%	38 %
White	31.6 %	39.5%	40 %

	Math		
	Fall 2016	Winter 2017	Spring 2017 (projected)
Schoolwide	32 %	25 %	37 %
English Learners	10 %	8 %	15 %
Socioecon. Disadv.	26 %	19 %	31 %
Students w/ Disabilities	16 %	23 %	21 %
African American	*	*	
Hispanic or Latino	24.4 %	15 %	29 %
White	41.3 %	45.1 %	46 %

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.

2015-16: 55 %      2016-17: 60.2 %

- Percentage of ELs reclassified to Fluent English Proficient (RFEP):

2015-16: 16 %      Current: 21 %      By the end of 2016-17: 21% (projected)

**Priority 8:**

- Percentage of students who have did not retain ( perform “proficient” on the related state standardized tests) in core subjects and electives:

2015-16: 85 %      Current: 90 %      By the end of 2016-17: 95 % (projected)

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

**Priority 1:**

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

**ACTUAL**

**Priority 1:**

All teacher credentials have been reviewed. We have supported three of our staff members for their credentialing needs. We are compliant with its teacher assignments.

Expenditures

**BUDGETED**

\$10,000.00 (Example: 5863-BTSA expenses, Credential Program fees and EL authorization fees)

**ESTIMATED ACTUAL**

\$12,500.00

Action **2**

Actions/Services

**PLANNED**

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

**ACTUAL**

**Priority 1:**

We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures

**BUDGETED**

\$120,000.00 (Ex: 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)

**ESTIMATED ACTUAL**

\$120,000.00

Action **3**

Actions/Services

**PLANNED**

**Priority 1:**

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**ACTUAL**

**Priority 1:**

We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

**BUDGETED**

83,000.00 (Ex: 4315 Janitorial supply , 5500 Operational Fees,5615,5617 Maintenance, Custodian salary & benefits)

**ESTIMATED ACTUAL**

\$83,000.00

Action **4**

Actions/Services

**PLANNED**

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

**ACTUAL**

**Priority 2:**

Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures

**BUDGETED**

\$ 39,000 (Ex: MAP testing fees, 5863 Professional Development on CCSS)

**ESTIMATED ACTUAL**

\$30,000

Action **5**

Actions/Services

**PLANNED**

**Priorities 2, 4, & 7:**

Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.

**ACTUAL**

**Priorities 2, 4, & 7:**

We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.

Expenditures

**BUDGETED**

\$75,000.00 (Ex: ELD Coordinator Salary, ELD Materials)

**ESTIMATED ACTUAL**

\$75,000.00

Action **6**

Actions/Services

**PLANNED**

**Priorities 2, 4, & 7:**

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.

**ACTUAL**

**Priorities 2, 4, & 7:**

Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.

Expenditures

**BUDGETED**

\$5,000.00 (Ex: 5800 Professional Development on EL strategies)

**ESTIMATED ACTUAL**

\$5,000.00

Action **7**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p><b>Priorities 2, 4, &amp; 8:</b></p> <p>During the day, Charter School will provide additional supports and interventions to all students, including ELs.</p>	<p><b>ACTUAL</b></p> <p><b>Priorities 2, 4, &amp; 8:</b></p> <p>During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p><b>\$20,000.00</b> <i>Math Intervention part of PE/health Teacher Salary and Soft Programs s.t. sundog</i></p>	<p><b>ESTIMATED ACTUAL</b></p> <p><b>\$20,000.00</b></p>

Action **8**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p><b>Priorities 2, 4, &amp; 8:</b></p> <p>Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>	<p><b>ACTUAL</b></p> <p><b>Priorities 2, 4, &amp; 8:</b></p> <p>We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p><b>\$90,000.00</b> <i>Saturday ELA/math tutoring (Title I funds) and TA salaries</i></p>	<p><b>ESTIMATED ACTUAL</b></p> <p><b>\$90,000.00</b></p>

Action **9**

<p>Actions/Services</p>	<p><b>PLANNED</b></p> <p><b>Priorities 2, 4, &amp; 8:</b></p> <p>Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.</p>	<p><b>ACTUAL</b></p> <p><b>Priorities 2, 4, &amp; 8:</b></p> <p>Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b></p> <p><b>100,000.00</b> <i>Dean of Academics, Data Manager, Testing coordinator salary &amp; benefits, and illuminati.</i></p>	<p><b>ESTIMATED ACTUAL</b></p> <p><b>\$100,000.00</b></p>

Action **10**

Actions/Services

**PLANNED**

**Priority 4:**

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

**ACTUAL**

**Priority 4:**

Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

**BUDGETED**

N/A

**ESTIMATED ACTUAL**

N/A

Action

11

Actions/Services

**PLANNED**

**Priority 4:**

Charter School will provide students with opportunities to take Advanced courses based on student needs and interests.

**ACTUAL**

**Priority 4:**

Based on student needs and interests, we have offered the following Enrichment Programs this year: Advanced Math.

Expenditures

**BUDGETED**

\$0.00

**ESTIMATED ACTUAL**

\$1000.00

Action

12

Actions/Services

**PLANNED**

**Priority 4:**

Charter School will organize College Career Week to motivate students for college education.

**ACTUAL**

**Priority 4:**

We had college Career week. And field trips to CSUN and UCLA.

Expenditures

**BUDGETED**

\$ 2,000.00 Field Trip to colleges and College career week.

**ESTIMATED ACTUAL**

\$ 2,000.00



ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-7’s overall ELA percentage according to the student numbers who met the standard or above is 52% which is greater than all 8 similar schools in the neighborhood MSA-7’s overall MATH percentage according to the student numbers who met the standard or above is 35 % which is greater than 6 out of 8 similar schools in the neighborhood.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	WMSA-7 only has minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students’ progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric “percentage of students who meet their growth targets” on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We are planning to increase school-wide Math Intervention Programs.

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

##### Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- At least 80% percent of the students enrolled in the Charter School's STEAM Club
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 90 %

##### Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

#### ACTUAL

##### Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's STEAM Club is 95 %
- Percentage of our students who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

##### Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	<p><b>PLANNED</b></p> <p><b>Priority 7:</b></p> <p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p><b>ACTUAL</b></p> <p><b>Priority 7:</b></p> <p>We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide various other academic programs and services, certain programs and such as PE, Health, Computer, and Art.</p>
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Expenditures	<p><b>BUDGETED</b></p> <p>\$1,700,000.00 <i>(This is the place to include all staff salaries and benefits since this action covers all courses.)</i></p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$1,700,000.00</p>
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Action **2**

Actions/Services	<p><b>PLANNED</b></p> <p><b>Priority 7:</b></p> <p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</p>	<p><b>ACTUAL</b></p> <p><b>Priority 7:</b></p> <p>We have designed our master schedule to meet the needs of all students.</p>
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Expenditures	<p><b>BUDGETED</b></p> <p>Dean of Academics salary budgeted in Goal 2 and Action 1.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Included in Goal 2 Action 1.</p>
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Action **3**

Actions/Services	<p><b>PLANNED</b></p> <p><b>Priority 7:</b></p> <p>Charter School will offer an “Advanced Math” class or club to the gifted achieving students</p>	<p><b>ACTUAL</b></p> <p><b>Priority 7:</b></p> <p>We offer both Advanced Math class and club to the gifted students</p>
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Expenditures	<p><b>BUDGETED</b></p> <p>Included in Goal 2 Action 1</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Included in Goal 2 Action 1</p>
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Action **4**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

**ACTUAL**

**Priority 7:**

We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 60 Chrome books.

Expenditures

**BUDGETED**

**\$110,000.00** (*Updating and maintaining Instructional Technologies 5887-6410*)

**ESTIMATED ACTUAL**

**\$110,000.00**

Action

5

Actions/Services

**PLANNED**

**Priorities 7 & 8:**

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.

**ACTUAL**

**Priorities 7 & 8:**

We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

**BUDGETED**

**\$5,000** (*Ex: STEAM Expo expenses, science equipment,*)

**ESTIMATED ACTUAL**

**\$5,000.00**

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Advanced Math and Computer classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-7 had 135 students participate School-Wide in the STEM Projects. MSA-7 had 29 students participate at the Expo, and took 2nd and 3rd place at the MPS Expo. It was the first year of Gate /Enrichment Group with the students from 3rd to 5th who nearly meet Gate criteria. 90 % of student are proficient or advance in Computer Class. 30 student were participated to Coding Club.K-5 students learned Online Safety& Netiquette- Lab Rules-Responsibility of technology and equipment - Identify parts of the Computer- Input output Devices - MS Office Word 2007-Editing Documents on MS Word-Typing, MS Office 2007 Power Point according to their grades.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We budgeted for \$60,000 for 180 Chromebooks, but we ended up buying 60 because of budget deficit.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP

# Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3:

- Number of School Site Council (SSC) meetings per year: 4
- Number of English Learner Advisory Committee (ELAC) meetings per year: 4
- Number of Parent Task Force (PTF) meetings per year: 7
- Number of activities/events for parent involvement per year: 5
- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 4
- Percentage of students who have been home-visited by the teachers per year: 25%

### ACTUAL

#### Priority 3:

- Number of SSC meetings held this school year: 3  
Current: 3 By the end of 2016-17: 4 (planned)
- Number of ELAC meetings held this school year: 6  
Current: 6 By the end of 2016-17: 7 (planned)
- Number of PTF meetings held this school year: 7  
Current: 7 By the end of 2016-17: 7 (planned)
- Number of activities/events held for parent involvement this school year: 18  
Current: 15 By the end of 2016-17: 18 (planned)
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year: 4  
Current: 4 By the end of 2016-17: 4(planned)
- Percentage of students who have been home-visited by the teachers this school year: 26%  
Current: 26% By the end of 2016-17: 26% (planned)

<p><b>Priority 5:</b></p> <ul style="list-style-type: none"> <li>ADA rate: 95%</li> <li>Chronic absenteeism rate: 1 %</li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>Student suspension rate: 0%</li> <li>Student expulsion rate: 0%</li> <li>School experience survey participation rates: Students: 80% Families: 50% Staff: 80%</li> <li>School experience survey average approval rates Students: 80% Families: 80% Staff: 80%</li> </ul>
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<ul style="list-style-type: none"> <li>ADA rate: 2015-16: 95 %      Current: 96 %      By the end of 2016-17: 96 % (projected)</li> <li>Chronic absenteeism rate: 2015-16: 10 %      Current: 9 %      By the end of 2016-17: 9 % (projected)</li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>Student suspension rate: 2015-16: 0.4%      Current: 0%      By the end of 2016-17: 0% (projected)</li> <li>Student expulsion rate: 2015-16: 0%      Current: 0%      By the end of 2016-17: 0% (projected)</li> <li>School experience survey participation rates: Students: 98 % Families:65 % Staff: 90 %</li> <li>School experience survey average approval rates Students:67% Families: 99% Staff: 89 %</li> </ul>
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**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p><b>PLANNED</b></p> <p><b>Priority 3:</b></p> <p>Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.</p>	<p><b>ACTUAL</b></p> <p><b>Priority 3:</b></p> <p>We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.</p>
	<p><b>BUDGETED</b></p> <p>\$3,000.00 <i>Communication and motivational items</i></p>	<p><b>ESTIMATED ACTUAL</b></p> <p>With donations</p>

Action **2**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>ACTUAL</b> <b>Priority 3:</b> We have hosted parent activities/events, including Student/Parent Orientations, Back to School Night, Parent conferences, Literacy Night, STEAM EXPO Night, winter Show, Fall Festival, Spelling Bee, SBAC and EL Trainings for the parents, Coffee With the principal, Monthly Award Ceremonies, Book Fair, School Beautification Days, Thank you Tea,
	<b>BUDGETED</b> \$10,000.00	<b>ESTIMATED ACTUAL</b> Other than 1000 dollars of operational expenses, all are done by donations.

Action **3**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>ACTUAL</b> <b>Priority 3:</b> We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.
	<b>BUDGETED</b> \$ 25,000.00 <i>(SIS Fee in Educational Technology item 5887 Goal 2 in action 4 and office supply 4320)</i>	<b>ESTIMATED ACTUAL</b> \$ 25,000.00

Action **4**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>ACTUAL</b> <b>Priority 3:</b> Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.
	<b>BUDGETED</b> \$7,500.00 <i>(Ex: Home-visit stipends (Title I funds)</i>	<b>ESTIMATED ACTUAL</b> \$7,500.00

Action **5**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b>	<b>ACTUAL</b> <b>Priority 5:</b>
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Expenditures

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.

We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

**BUDGETED**

School Culture Coordinator , Health Class, Dean of Discipline & benefits. Included in Goal 2 Action 1, and CSUN Counseling Services 5K.

**ESTIMATED ACTUAL**

Included in Goal 2 Action 1

Action

6

Actions/Services

**PLANNED**

**Priority 5:**

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

**ACTUAL**

**Priority 5:**

We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

**BUDGETED**

Office Manager and Clerk salary included in Goal 2 Action 1.

**ESTIMATED ACTUAL**

Included in Goal 2 Action 1

Action

7

Actions/Services

**PLANNED**

**Priority 6:**

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

**ACTUAL**

**Priority 6:**

We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

**BUDGETED:**

Dean of Discipline salary  
Duplicated Expense: Included in Goal 2 action 1 as Staff Salaries

**ESTIMATED ACTUAL**

Duplicated Expense: Included in Goal 2 action 1 as Staff Salaries

Action

8

Actions/Services

**PLANNED**

**Priority 6:**  
 Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**ACTUAL**

**Priority 6:**  
 Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

**BUDGETED**  
 10,000 Teacher PDs, 5363

**ESTIMATED ACTUAL**  
 3,000

Action

9

Actions/Services

**PLANNED**

**Priority 6:**  
 Charter School will annually administer school experience surveys to students, parents, and staff.

**ACTUAL**

**Priority 6:**  
 We have administered school experience surveys to our students, parents, and staff.

Expenditures

**BUDGETED**  
 \$1500 Survey expenses 5822.

**ESTIMATED ACTUAL**  
 1500

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. MSA-7 has zero percent of student suspension and expulsion. To increase attendance we continuously communicate with the parents. At an elementary school level school attendance is usually because of student sicknesses or parent issues. Overall student, family and staff happiness about MSA-7 is more than 90% with a high participation rate.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	“We only have minor differences between Budgeted and Estimated Actual Expenditures.”
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as parent trainings. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on managing students with disabilities and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

### How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-7 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include six PTF meetings, four SSC meetings, four ELAC meetings, at least ten parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 78 home visits during this school year and sought feedback from the parents for school improvement.

## IMPACT ON LCAP AND ANNUAL UPDATE

### How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Increasing college awareness by college career week.
- Providing more advanced programs for high achieving students.
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

### State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL	_____								

### Identified Need

<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>▪ To ensure teachers are appropriately assigned and fully credentialed</li> <li>▪ To ensure students have sufficient access to standards-aligned instructional materials</li> <li>▪ To ensure school facilities are maintained in good repair</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>▪ To ensure implementation of state board adopted academic content and performance standards for all students, including English learners</li> </ul> <p><b>Priority 4:</b></p> <ul style="list-style-type: none"> <li>▪ To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments</li> <li>▪ To ensure EL students make annual progress in learning English</li> <li>▪ To ensure our students are college/career ready</li> </ul> <p><b>Priority 8:</b></p> <ul style="list-style-type: none"> <li>▪ To ensure student proficiency in all courses</li> </ul>
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### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2017-18 (Expected): 100%	2017-18 (Expected): 100%
<b>Priority 1:</b>	2016-17 (Actual):	2017-18 (Expected):	2017-18 (Expected):	2017-18 (Expected):

Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
<b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2017-18 (Expected): 90%	2017-18 (Expected): 90%
<b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	N/A	N/A
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): All Students: 2.6 points above level 3 English Learners: 17.4 points below level 3 Socioeconomically Disadvantaged: 8.6 points below level 3 Students with Disabilities: 49.6 points below level 3 African American: N/A (Only include here student groups that have data in the CA School Dashboard. Remove all other student groups.) Hispanic: 4.7 points below level 3 White: 6.5 points above level 3 2016-17 (Projected): All Students: 7.6 points above level 3 English Learners: 13.4 points below level 3 Socioeconomically Disadvantaged: 6.6 points below level 3 Students with Disabilities: 44.6 points below level 3 Hispanic: 1 points above level 3 White: 11.5 points above level 3	2017-18 (Expected): All Students: 12.6 points above level 3 English Learners: 7.4 points below level 3 Socioeconomically Disadvantaged: 4.6 points below level 3 Students with Disabilities: 39.6 points below level 3 Hispanic: 6 points above level 3 White: 16.5 points above level 3	2017-18 (Expected): 100%	2017-18 (Expected): 100%
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual): All Students: 22.9 points below level 3 English Learners: 33.6 points below level 3 Socioeconomically Disadvantaged: 36.8 points below level 3 Students with Disabilities: 61.4 points below level 3 Hispanic: 29.1 points below level 3	2017-18 (Expected): All Students: 12.9 points below level 3 English Learners: 23.6 points below level 3 Socioeconomically Disadvantaged: 26.8 points below level 3 Students with Disabilities: 51.4 points below level 3 Hispanic: 19.1 points below level 3	N/A	N/A

	<p>White: 12.6 points below level 3</p> <p>2016-17 (Projected):</p> <p>All Students: 17.9 points below level 3</p> <p>English Learners: 28.6 points below level 3</p> <p>Socioeconomically Disadvantaged: 31.8 points below level 3</p> <p>Students with Disabilities: 56.4 points below level 3</p> <p>Hispanic: 24.1 points below level 3</p> <p>White: 7.6 points below level 3</p>	<p>White: 2.6 points below level 3</p>		
<p><b>Priority 4:</b></p> <p>Percentage of students meeting their growth targets on the MAP Reading assessment</p>	<p>2015-16 Fall to Spring (Actual):</p> <p>All Students: 44 %</p> <p>English Learners: 21 %</p> <p>Socioeconomically Disadvantaged: 41 %</p> <p>Students with Disabilities: 46 %</p> <p>Hispanic: 40 %</p> <p>White: 33 %</p> <p>2016-17 Fall to Spring (Projected):</p> <p>All Students: 49 %</p> <p>English Learners: 26 %</p> <p>Socioeconomically Disadvantaged: 46 %</p> <p>Students with Disabilities: 51 %</p> <p>Hispanic: 45 %</p> <p>White: 38 %</p>	<p>2017-18 Fall to Spring (Expected):</p> <p>All Students: 49 %</p> <p>English Learners: 26 %</p> <p>Socioeconomically Disadvantaged: 46 %</p> <p>Students with Disabilities: 51 %</p> <p>Hispanic: 45 %</p> <p>White: 38 %</p>	N/A	N/A
<p><b>Priority 4:</b></p> <p>Percentage of students meeting their growth targets on the MAP Mathematics assessment</p>	<p>2015-16 Fall to Spring (Actual):</p> <p>All Students: 39 %</p> <p>English Learners: 43 %</p> <p>Socioeconomically Disadvantaged: 35 %</p> <p>Students with Disabilities: 50%</p> <p>Hispanic: 41 %</p> <p>White: 56 %</p> <p>2016-17 Fall to Spring (Projected):</p> <p>All Students: 44 %</p> <p>English Learners: 48 %</p> <p>Socioeconomically Disadvantaged: 41 %</p> <p>Students with Disabilities: 55 %</p> <p>Hispanic: 46 %</p> <p>White: 61 %</p>	<p>2017-18 Fall to Spring (Expected):</p> <p>All Students: 44 %</p> <p>English Learners: 48 %</p> <p>Socioeconomically Disadvantaged: 41 %</p> <p>Students with Disabilities: 55 %</p> <p>Hispanic: 46 %</p> <p>White: 61 %</p>	N/A	N/A

<b>Priority 4:</b> Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	2016-17 (Actual): 60 %	2017-18 (Expected): 65 %	N/A	N/A
<b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	2015-16 (Actual): 16 % 2016-17 (Projected): 21 %	2017-18 (Expected): 23 %	N/A	N/A



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 15,000	Amount: 15,000	Amount: 15,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5864	Budget Reference: 5864	Budget Reference: 5864

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 76,680	Amount: 78,000	Amount: 80,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 4100,4200,4300	Budget Reference: 4100,4200,4300	Budget Reference: 4100,4200,4300

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$83,000	<b>Amount</b> 85000	<b>Amount</b> 87000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5615-20K, 5500-10K, 4315-8K, Janitors' salaries and benefits 45K	<b>Budget Reference</b> 5615-20K, 5500-10K, 4315-8K, Janitors' salaries and benefits 45K	<b>Budget Reference</b> 5615-20K, 5500-10K, 4315-8K, Janitors' salaries and benefits 45K

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 4,000	Amount: 5,000	Amount: 6,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>                      Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 0	Amount: 2,000	Amount: 4,000
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: Goal 1, Action 1 and 4 include the expense.	Budget Reference: Additional amounts will be for additional PDs	Budget Reference: Additional amounts will be for additional PDs

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>                      Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b> \$70,000.00</p> <p><b>Source</b> LCFF Supp./Conc.</p> <p><b>Budget Reference</b> PDs-5863,5864; TAs salaries-2900 (Title 1)</p>	<p><b>Amount</b> 75,000</p> <p><b>Source</b> LCFF Supp./Conc.</p> <p><b>Budget</b> PDs-5863,5864; TAs salaries-2900 (Title 1)</p>	<p><b>Amount</b> 80,000</p> <p><b>Source</b> LCFF Supp./Conc.</p> <p><b>Budget</b> PDs-5863,5864; TAs salaries-2900 (Title 1)</p>

Reference

Reference

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_Location(s) All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners  Foster Youth  Low IncomeScope of Services LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)Location(s) All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_ACTIONS/SERVICES**2017-18****2018-19****2019-20** New  Modified  Unchanged New  Modified  Unchanged New  Modified  Unchanged**Priorities 2, 4, & 8:**

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount

70,000

Amount

74,000

Amount

78,000

Source

LCFF Supp./Conc.

Source

LCFF Supp./Conc.

Source

LCFF Supp./Conc.

Budget Reference

ELD support Teacher salary and benefits in 1100,3300

Budget Reference

ELD support Teacher salary and benefits in 1100,3300

Budget Reference

ELD support Teacher salary and benefits in 1100,3300

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$2,500.00	<b>Amount</b> 5,000	<b>Amount</b> 7,500
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> 1100 Saturday School Stipends	<b>Budget Reference</b> 1100 Saturday School Stipends	<b>Budget Reference</b> 1100 Saturday School Stipends



Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> 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.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<b>Amount</b>	Illuminate \$1563.27 Map Testing \$2376 Testing Coordinator \$4000 Data Manager \$4000	Amount 13,000	Amount 15,000
<b>Source</b>	LCFF	Source LCFF	Source LCFF
<b>Budget Reference</b>	Part Of: 5101, 1100	Budget Reference Part Of: 5101, 1100	Budget Reference Part Of: 5101, 1100

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A For MSA-7 Elementary	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A For MSA-7 Elementary	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School increase college awareness by organizing college career weeks and filed trips to the colleges		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$9,000.00	Amount: 9,000	Amount: 9,000
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 5819,5830	Budget Reference: 5819,5830	Budget Reference: 5819,5830

New                       Modified                       Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

- Priority 7:**
- To increase student access to a broad course of study
  - To offer innovative courses and programs
- Priority 8:**
- To ensure student participation and achievement in innovative courses and programs

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students enrolled in the Charter School's grades	2016-17 (Actual): 4%	2017-18 (Expected): 7%	2018-19 (Expected): 8%	2019-20 (Expected): 9%

K-5 who will take the GATE/enrichment program				
<b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 85%	2018-19 (Expected): 87 %	2019-20 (Expected): 90 %

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$806,950.00	Amount: 846,000	Amount: 886,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1100, 3100, 3400 Teacher Salaries	Budget: 1100, 3100, 3400 Teacher	Budget: 1100, 3100, 3400 Teacher Salaries

And Benefits

Reference

Salaries And Benefits

Reference

And Benefits

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

**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 groups.

BUDGETED EXPENDITURES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount	Amount	Amount
200,000	210,000	220,000
Source	Source	Source
LCFF	LCFF	LCFF
Budget Reference	Budget Reference	Budget Reference
1300 Admin salaries and benefits.	1300 Admin salaries and benefits.	1300 Admin salaries and benefits.



Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer an GATE/Enrichment Program		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b>	<b>Amount</b> 5000	<b>Amount</b> 10000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b>	<b>Budget Reference</b> Salaries and Benefits Add On	<b>Budget Reference</b> Salaries and Benefits Add On

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$80,140.00 <b>Source</b> LCFF <b>Budget Reference</b> 5887 Technology services, 2900 computer instructor salary and benefits.	<b>Amount</b> \$100,000 <b>Source</b> LCFF <b>Budget Reference</b> 5887 Technology services, 2900 computer instructor salary and benefits.	<b>Amount</b> \$120,000 <b>Source</b> LCFF <b>Budget Reference</b> 5887 Technology services, 2900 computer instructor salary and benefits.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 7 &amp; 8:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 2,000	Amount: 2,000	Amount: 2,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Part of 4345,4325	Budget Reference: Part of 4345,4325	Budget Reference: Part of 4345,4325

New Modified Unchanged

## Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 3:**

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

#### **Priority 5:**

- To increase student attendance
- To avoid chronic absenteeism

#### **Priority 6:**

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2018-19 (Expected): 4
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 6 By the end of 2016-17: 7 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2018-19 (Expected): 4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 7 By the end of 2016-17: 7(Planned)	2017-18 (Expected): 7	2018-19 (Expected): 7	2018-19 (Expected): 7
<b>Priority 3:</b> Number of activities/events for parent involvement per year	Current:15 By the end of 2016-17: 17 (Planned)	2017-18 (Expected): 10	2018-19 (Expected): 10	2018-19 (Expected): 10

<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 4 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	4	4
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 26% By the end of 2016-17: 27% (Planned)	2017-18 (Expected): 25%	27%	29%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 96% Current: 96% By the end of 2016-17: 96% (Projected)	2017-18 (Expected): 97%	97%	97%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 10% Current: 10% By the end of 2016-17: 8% (Projected)	2017-18 (Expected): 8%	7%	6%
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	0%	0%
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	0%	0%
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 98 % Families: 65 % Staff: 90 %	2017-18 (Expected): Students: 90 % Families: 70 % Staff: 85%	Students: 90 % Families: 70 % Staff: 85%	Students: 90 % Families: 70 % Staff: 85%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 67 % Families: 99 % Staff: 89 %	2017-18 (Expected): Students: 80 % Families: 95% Staff: 85 %	Students: 80 % Families: 95% Staff: 85 %	Students: 80 % Families: 95% Staff: 85 %

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> 2,000.00 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 4720-Motivational expenses.	<b>Amount</b> 2,000 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 4720-Motivational expenses.	<b>Amount</b> 2,000 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> 4720-Motivational expenses.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> 3000	<b>Amount</b> 3,000	<b>Amount</b> 3,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> Part of 4330,4345	<b>Budget Reference</b> Part of 4330,4345	<b>Budget Reference</b> Part of 4330,4345

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000.00	Amount: 15,000	Amount: 15,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Part of 5887, 4320 and 4330.	Budget Reference: Part of 5887, 4320 and 4330.	Budget Reference: Part of 5887, 4320 and 4330.



Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$7,500.00	<b>Amount</b> 8000	<b>Amount</b> 8500
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> Part of 1100, 3000, 5200.	<b>Budget Reference</b> Part of 1100, 3000, 5200.	<b>Budget Reference</b> Part of 1100, 3000, 5200.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000 Source: LCFF Budget Reference: CSUN Counseling, 5822	Amount: 6,500 Source: LCFF Budget Reference: CSUN Counseling, 5822	Amount: 8,000 Source: LCFF Budget Reference: CSUN Counseling, 5822

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$100,000.00	<b>Amount</b> 105,000	<b>Amount</b> 110,000
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 2400,3000 office Manager, clerk salaries and benefits	<b>Budget Reference</b> 2400,3000 office Manager, clerk salaries and benefits	<b>Budget Reference</b> 2400,3000 office Manager, clerk salaries and benefits

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: N/A for MSA-7 Elementary	Amount: N/A for MSA-7 Elementary	Amount: N/A for MSA-7 Elementary
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Duplicated in admin salaries	<b>Amount</b> Duplicated in admin salaries	<b>Amount</b> Duplicated in admin salaries
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1300,3000	<b>Budget Reference</b> 1300,3000	<b>Budget Reference</b> 1300,3000

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: Duplicated Expense Source: LCFF Budget Reference: In PD related expenses	Amount: Duplicated Expense Source: LCFF Budget Reference: In PD related expenses	Amount: Duplicated Expense Source: LCFF Budget Reference: In PD related expenses

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: Panorama \$1005.99	Amount: 1500	Amount: 2000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5822	Budget Reference: 5822	Budget Reference: 5822

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 565,747.00

Percentage to Increase or Improve Services:

27.46%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent Trainings, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Health classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.



# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

## **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either

would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster



children, including educational status and progress information that is required to be included in court reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy Bell		
Contact Name and Title	Jason Hernandez, Principal	Email and Phone	<a href="mailto:jhernandez@magnoliapublicschools.org">jhernandez@magnoliapublicschools.org</a> 323-826-3925

## 2016-17 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy Bell (MSA 8, MSA Bell, or Charter School), is a classroom based charter school serving grades 6<sup>th</sup>-8<sup>th</sup> in the southeast region of Los Angeles, Bell. MSA Bell's curriculum emphasizes science, technology, engineering, arts, and math (STEAM). The school opened in 2010 as a Public School Choice, which serves approximately 500 students to provide a college preparatory educational program that emphasizes STEAM in a safe environment that cultivates respect for self and others. The school provides a model that fully includes all learners into every classroom with an academically rigorous and enriching common core state standards-based curriculum. Our personalized learning curriculum empowers students to become self-directed learners. Students build the habits, mindsets, and behaviors that lead to academic and personal success by setting goals for their learning, reflecting on their progress, and developing strong relationships with caring and trusted adults who know them as individuals and can provide rich feedback.

### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

MSA Bell has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

1. Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College
2. Continuation of personalized blended learning and on-going training for all stakeholders.
3. Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs.
4. Providing counseling and positive behavior intervention support services to our students.
5. Keeping effective teachers and improving teacher observation and evaluation systems.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

Areas of greatest progress include:

- ◆ Introduction of personalized blended learning and on-going training for all stakeholders.
- ◆ Continual progress in the social emotional development to increase student learning.
- ◆ Increased level of parent participation for school events.
- ◆ Introduction of growth mindset (habits of success) school wide.
- ◆ White (Arab) population increased from 17% to 32%, according to CA School Dashboard

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

Areas of greatest needs include:

- ◆ Increase academic achievement in the area of math and ELA for all student groups in CAASPP
- ◆ Recruiting and retaining highly qualified teachers
- ◆ Continual refinement of intervention programs to assist in closing the achievement gap.
- ◆ Empowering students to be school wide ambassadors in the establishment of school culture.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

Areas that need to be addressed include:

- ◆ Preparation of student groups in (SPED and EL) in the area of math and ELA
- ◆ Instructional coaches will dedicate more time in coaching instructional practices to increase the level of academic achievement with students of high need.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- ◆ Charter School will provide resources to increase outreach efforts to low income families which including Parent College, parent training, home visits and other parent involvement opportunities.
- ◆ Continual professional development in the usage of CHATS framework and ELD instructional strategies
- ◆ Extending the instructional day with after-school or Saturday school enrichment courses as needed.
- ◆ Charter School will continue to provide and adjust academic programs of support and remediation, counseling, and social/emotional support to all students.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year	<b>\$5,498,819</b>
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	<b>\$4,242,134</b>

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

*Those expenses not included in the LCAP include student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.*

**\$4,595,750**

Total Projected LCFF Revenues for LCAP Year



## Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

**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)

#### ACTUAL

**Priority 1:**

- 100% teachers appropriately assigned and properly credentialed as required by law and the charter, goal met.

**Priority 2:**

- 100% implementation of CCSS, goal met.
- 6 trainings/professional developments on the CCSS and the pedagogical shifts with a focus on student learning, goal met.
- 5 trainings/professional developments on the ELD standards and teaching English Learners, goal met.
- 100% of MSA Bell students participated in advisory course that covers college talk, goal met.
- 2 training opportunity in the integration of ARTS in the core curriculum was provided to teachers, goal met.

**Priority 4:**

- In Progress - 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.
- In Progress - 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)
- 46% of EL students reclassified, goal met

**Priority 7:**

- 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.

- 100% of students have access to California adopted common core aligned curriculum in math and ELA, goal met.
- Priority 8:**
- In Progress - 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.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<p><b>Priority 1:</b></p> <p>Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p>	<p><b>Priority 1:</b></p> <p>Goal met, teachers are 100% appropriately assigned.</p>
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	<p>\$2,207,850 (1100, 1300, 2400, 2900)</p> <p>\$615,056 (3100, 3200, 3300, 3400, 3500, 3600)</p>	<p>\$2,195,988 (1100, 1300, 2400, 2900)</p> <p>\$613,862 (3100, 3200, 3300, 3400, 3500, 3600)</p>

Action **2**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	<p><b>Priority 1:</b></p> <p>Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</p>	<p><b>Priority 1:</b></p> <p>Goal met, 100% of instructional materials are aligned with CCSS.</p>
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	<p>\$22,000 (4100)</p> <p>\$15,000 (4320)</p> <p>\$35,000 (4325)</p>	<p>\$22,000 (4100)</p> <p>\$20,000 (4320)</p> <p>\$33,669 (4325)</p>

Action

### 3

Actions/Services

**PLANNED**

**Priority 1:**  
 Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**ACTUAL**

**Priority 1:**  
 Goal met, facility is checked on a regular basis and items of concern are reported to the plant manager and action is taken by LAUSD.

Expenditures

**BUDGETED**  
 \$228,961 (5610)

**ESTIMATED ACTUAL**  
 \$228,961 (5610)

Action

### 4

Actions/Services

**PLANNED**

**Priority 2:**  
 Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

**ACTUAL**

**Priority 2:**  
 Goal met, 100% of instructional materials and training are aligned with CCSS.

Expenditures

**BUDGETED**  
 \$105,000 (5863)

**ESTIMATED ACTUAL**  
 \$111,000 (5863)

Action

### 5

Actions/Services

**PLANNED**

**Priorities 2 & 4:**  
 Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.

**ACTUAL**

**Priorities 2 & 4:**  
 Goal met, EL have been identified and ELD instruction is currently being provided and monitored.

Expenditures

**BUDGETED**  
 ELD Coordinator (Title 1)

**ESTIMATED ACTUAL**  
 ELD Coordinator (Title 1)

Action

# 6

Actions/Services

## PLANNED

### Priorities 2 & 4:

Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.

## ACTUAL

### Priorities 2 & 4:

Goal met, teachers received instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs.

Expenditures

## BUDGETED

Already included in program

## ESTIMATED ACTUAL

Already included in program

Action

# 7

Actions/Services

## PLANNED

### Priorities 2, 4, & 8:

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

## ACTUAL

### Priorities 2, 4, & 8:

Goal met, additional supports and interventions are provided to all students, including ELs.

Expenditures

## BUDGETED

Fast ForWord (Title 1)  
Sum Dog (Title 1)

## ESTIMATED ACTUAL

Fast ForWord (Title 1)  
Sum Dog (Title 1)

Action

# 8

Actions/Services

## PLANNED

### Priorities 2, 4, & 8:

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.

## ACTUAL

### Priorities 2, 4, & 8:

Goal met, after-school enrichment program was established to support students in academic need, such as ELs.

Expenditures

## BUDGETED

Enrichment Program (Title 1)

## ESTIMATED ACTUAL

Enrichment Program (Title 1)

Action

# 9

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priorities 2, 4, & 8:**

In progress, students are finishing CAASPP and the final round of MAP testing.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action

# 10

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priority 4:**

Goal met, “Advisory” courses were offered to all students, per charter. This includes study and organization skills, college readiness, financial literacy, etc.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

## ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The data used to measure the success of school goals is still on-going. State assessment was conducted in the month of May, so data will become assessable soon. The end of May, students will complete the NWEA MAP assessment to evaluate whether students have demonstrated growth throughout the year. This data will become assessable upon completion. Currently, the reclassified percentage is at 42%, this is the highest percentage of reclassification since the inception of the school. As a school, it is a goal to continual seek strategies to assist all learners, including EL, this is accomplished through scientifically proven methods and programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The two areas of difference include professional development and educational software. Professional development is essential to ensure teachers are growing in their professional through ongoing professional development training, courses at a college/university, implementation of common core, etc. Educational software was increased due to the need of programs to assist academic achievement. Programs such as BrainPop, Fast ForWord, Sum Dog, Discovery Education, Google Educational Licenses, Go Guardian, JAMF, Scenario Learning, were purchased for multiple reasons, which include academic intervention, software that monitors inventory and usage, and support of students in the area of social emotional development.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. One change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

**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%.

### ACTUAL

**Priority 4:**

- Goal met, MSA Bell implemented blended learning in a 100% of the core classes.
- Goal met, MSA Bell provided 100% of the programs and services outlined in its charter petition.
- Goal met, 100% of students have sufficient access to all academic and educational programs provided by MSA Bell.

**Priority 5:**

- Goal met, at least 80% of students enrolled in MSA Bell created or demonstrated a STEAM focused, community based project, experiment, model or demo.
- Goal met, at least 25% of 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.
- Goal met, at least 5% of student population at MSA Bell will participate in a service-learning project based on community needs.

**Priority 6:**

- Goal met, MSA Bell School Satisfaction Survey: at least 80% of student population rated the overall school experience positively; at least 85% of staff rated the overall all school experience positively; at least 90% of parents rated the overall school experience positively.
- Goal met, MSA Bell implemented Restorative Justice Practices and provided 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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

**ACTUAL**

**Priority 7:**

Goal met, MSA Bell offers courses in core subjects (English, mathematics, social sciences, and science), elective courses (Spanish, Turkish, music, physical education, and advisory).

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action **2**

Actions/Services

**PLANNED**

**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 groups.

**ACTUAL**

**Priority 7:**

Goal met, MSA Bell’s schedule is designed to provide the appropriate supports for EL students and all student groups.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action **3**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer an “Advanced Math” class or club to students in grades 6-8.

**ACTUAL**

**Priority 7:**

Goal met, MSA Bell offered an Algebra 1 courses to students in 7<sup>th</sup> and 8<sup>th</sup> grade. The following year, students in 7<sup>th</sup> grade will take Geometry as their mathematical course.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action **4**



Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer a blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

**ACTUAL**

**Priority 7:**

Goal met, MSA Bell offered a blended learning experience for students through the Summit Learning Platform. The Charter School will offer a blended learning experience for our students. The Chan Zuckerberg Initiative provided ongoing professional development to ensure support to all teachers.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action

**5**

Actions/Services

**PLANNED**

**Priorities 7 & 8:**

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.

**ACTUAL**

**Priorities 7 & 8:**

Goal met, students were provided an opportunity to participate in STEAM related activities either through classroom projects, field trips, and school demonstrations.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we offer Advanced Math and blended learning opportunities; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Currently, MSA Bell has 104 students enrolled in an advance math course. This will allow students to complete a course in Geometry for the 2017-18 school year. This year, MSA Bell partnered with the Chan Zuckerberg Initiative to introduce blended learning school wide to students and staff. Currently, data is being collected to monitor and measure academic growth. The blended learning experience offers project based learning curriculum. This has allowed all students to experience STEAM related activities in the classroom and outside of the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any differences were addressed in the narrative of the first goal. Differences include adoption of various monitoring and intervention systems/programs to maximize learning in the classroom and provide tools and resources to assist families at home.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 1:

- MSA Bell will maintain at least 90% of items on the facility inspection checklist will be in compliance/good standing.
- Daily general cleaning by custodial will maintain campus cleanliness.

#### Priority 3:

- Administration and teachers will conduct home visits for at least 30% of MSA Bell's students.
- Parent workshops will be conducted monthly to support all learners, including subgroups.
- MSA Bell will hold at least 4 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.

#### Priority 5:

- 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.

#### Priority 6:

- MSA Bell will conduct at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.
- MSA Bell will conduct monthly emergency drills to ensure safety of all stakeholders.

### ACTUAL

#### Priority 1:

- Goal met, MSA Bell utilizes the services of LAUSD and CharterSafe to ensure the facilities are in compliant and good standing.
- Goal met, custodial maintain campus cleanliness.

#### Priority 3:

- In progress, staff has visited 106 students, which is 21% of student population.
- Goal met, parent workshops were conducted in the form of informational meetings relating to academics and parent college.
- Goal met, MSA Bell conducted 7 SSC meetings.
- Goal met, MSA Bell conducted 5 English Learner Advisory Committee (ELAC) meetings.
- Goal met, MSA Bell conducted 9 Parent Task Force (PTF) meetings.
- Goal met, MSA Bell hosted at least 6 parent activities/events. This included PTF BBQ, High School Faire, Cultural Fair, STEAM EXPO, etc.
- Goal met, SIS is updated on a regular basis.
- Goal met, MSA Bell sent 5 progress reports/cards to parents. 6<sup>th</sup> report will be sent at the end of the school year.

#### Priority 5:

- Goal met and in progress, MSA Bell is currently maintaining an ADA rate of 97%.
- Goal not met, MSA Bell will maintain a chronic absenteeism rate of no more than 1%. Currently at 2%.
- Goal met, MSA Bell has not had a middle school student drop out.
- Goal met, MSA Bell had a student advisory team that was composed of various students from each grade.

#### Priority 6:

- Goal met, MSA Bell provided training in the area of SEL at least once per month, 6 Wednesday Staff Professional Development and a few trainings during symposiums and outside PD.
- Goal met, MSA Bell conducted monthly emergency drills in collaboration with all stakeholders, including the other co-located schools.

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

**PLANNED**

**Priority 3:**  
 Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

**ACTUAL**

**Priority 3:**  
 Goal met, MSA Bell has conducted regular meetings surpassing the established goals and used the information to make informed decision regarding the school program. Food is often used to encourage participation from our various stakeholders.

Expenditures

**BUDGETED**  
 4720 Other Food (Title 1)

**ESTIMATED ACTUAL**  
 4720 Other Food (Title 1)

Action

2

Actions/Services

**PLANNED**

**Priority 3:**  
 Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

**ACTUAL**

**Priority 3:**  
 Goal met, MSA Bell has hosted various family events such as Student/Parent Orientation, Back to School Night, and parent conferences to promote family participation in school programs.

Expenditures

**BUDGETED**  
 \$1,013,267 (5101) (Parent College)  
 Items such as 4720 and 4325 has been identified in other parts of the LCAP

**ESTIMATED ACTUAL**  
 \$1,013,267 (5101) (Parent College)  
 Items such as 4720 and 4325 has been identified in other parts of the LCAP

Action

3

Actions/Services

**PLANNED**

**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. Charter School will communicate further with the parents of students who are performing below grade level.

**ACTUAL**

**Priority 3:**  
 Goal met, MSA Bell provides students and families access to CoolSIS, the school information system. Through the SIS, everyone is able to access course materials, homework assignments, projects, and records of students' grades Furthermore, the Summit Learning Platform provides access to curriculum that is being utilized in the classroom.

Expenditures

**BUDGETED**  
 Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**  
 Items already identified in other parts of the LCAP.

Action **4**

Actions/Services

**PLANNED**

**Priority 3:**

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

**ACTUAL**

**Priority 3:**

In progress, MSA Bell staff has currently visited 21% of families. Staff is provided a stipend to encourage visitations throughout the year.

Expenditures

**BUDGETED**

Home Visit (Title 1)

**ESTIMATED ACTUAL**

Home Visit (Title 1)

Action **5**

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priority 5:**

Goal met, MSA Bell has established a safe, nurturing, and engaging learning environment for all our students and families. MSA Bell staff is easily accessible in time of need and training is provided to staff and families throughout the year. Response to Intervention Team meets on a regular basis to address issues on hand and assist in the development of a positive school culture.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action **6**

Actions/Services

**PLANNED**

**Priority 5:**

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

**ACTUAL**

**Priority 5:**

Goal met, MSA Bell has used various avenues to communicate the importance of attendance. This has been done through PTF meetings, ELAC and SSC meetings, award ceremonies, etc. Furthermore, an orientation was hosted to review the policies with the Student/Parent Handbook.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action

7

Actions/Services

**PLANNED**

**Priority 6:**

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

**ACTUAL**

**Priority 6:**

Goal met, MSA Bell has reviewed and continues to implement policies and procedures that are restorative in nature. 2016-17: “0” students suspended; “0” students expelled.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action

8

Actions/Services

**PLANNED**

**Priority 6:**

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**ACTUAL**

**Priority 6:**

Goal met, MSA Bell staff acknowledges and encourages positive student behavior and improvements through in class reward and school wide reward systems. Tableau is used to monitor and reward student progress on the Summit Learning Platform. CoolSIS is used to monitor and reward students for their academics and behavior. RTI team members use PBIS and restorative practices to help build a positive and support atmosphere for all learners.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.

Action

9

Actions/Services

**PLANNED**

**Priority 6:**

Charter School will annually administer school experience surveys to students, parents, and staff.

**ACTUAL**

**Priority 6:**

Goal met, MSA Bell conducted survey feedback from all stakeholders. Annual expectations were met demonstrating a positive outcome.

Expenditures

**BUDGETED**

Items already identified in other parts of the LCAP.

**ESTIMATED ACTUAL**

Items already identified in other parts of the LCAP.



ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held regularly meetings of SSC, ELAC, and PTF; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. According to the current data, suspension and expulsion rate are positive at 0%; ADA rate is at 97%; and average survey approval rating is positive from all stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any differences were addressed in the narrative of the first goal. Differences include adoption of various monitoring and intervention systems/programs to maximize learning in the classroom and provide tools and resources to assist families at home.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

MSA Bell has maintained its goals and expected outcomes. Chronic Absenteeism will be adjusted to reflect a more realistic measurement given the state definition. However, this area is also recognized as an area of concern and plans will be prepared to address the matter in order to achieve a more favorable outcome.

Based on input from all stakeholders, event will continue to promote parental participation as well as parent training activities such as Parent College. Focus will continue on acknowledging positive student behavior and restorative practices. Professional Development will continual be offered to teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations and growth mindset.



# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA Bell has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee Chats, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Investing in professional development for staff in the area of social-emotional development
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Streamlining school resources and support to effectively utilize programs such as Summit Learning, adopted curriculum, MyOn, Fast ForWord, and other interventions.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

### Goal 1

EXCELLENCE: All students will pursue academic excellence and be college/career ready.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- 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.
  - 90% of items on facility inspection checklists in compliance/good standing.
- Priority 2:**
- 100% of state standards implementation for all students, including English learners.
- Priority 4:**
- Academic average distance from level 3 (standard met) on CAASPP-ELA/Literacy Assessments will decrease 5 points for all students.
  - Academic average distance from level 3 (standard met) on CAASPP-Math Assessments will decrease 7 points for all students.
  - 75% of students will meet their growth targets on the Reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.
  - 75% of students will meet their growth targets on the Math section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.
  - 80% of EL students will make annual progress in learning English as measured by the CELDT and/or ELPAC.
  - 35% of EL students will be reclassified annually.
- Priority 8:**

- 80% of students will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): 90%	2017-18 (Expected): 90%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual): <ul style="list-style-type: none"> <li>All Students: 26.5 points below level 3</li> <li>English Learners: 66.8 points below level 3</li> <li>Socioeconomically Disadvantaged: 28.8 points below level 3</li> <li>Students with Disabilities: 110.5 points below level 3</li> <li>Hispanic: 24.3 points below level 3</li> </ul> 2016-17 (Projected): <ul style="list-style-type: none"> <li>All Students: 23.5 points below level 3</li> </ul>	2017-18 (Expected): <ul style="list-style-type: none"> <li>All Students: 21.5 points below level 3</li> <li>English Learners: 61.8 points below level 3</li> <li>Socioeconomically Disadvantaged: 23.8 points below level 3</li> <li>Students with Disabilities: 105.5 points below level 3</li> <li>Hispanic: 19.3 points below level 3</li> </ul>	2018-19 (Expected): <ul style="list-style-type: none"> <li>All Students: 18.5 points below level 3</li> <li>English Learners: 58.8 points below level 3</li> <li>Socioeconomically Disadvantaged: 20.8 points below level 3</li> <li>Students with Disabilities: 102.5 points below level 3</li> <li>Hispanic: 16.3 points below level 3</li> </ul>	2019-20 (Expected): <ul style="list-style-type: none"> <li>All Students: 15.5 points below level 3</li> <li>English Learners: 55.8 points below level 3</li> <li>Socioeconomically Disadvantaged: 17.8 points below level 3</li> <li>Students with Disabilities: 99.5 points below level 3</li> <li>Hispanic: 13.3 points below level 3</li> </ul>

	<ul style="list-style-type: none"> <li>English Learners: 63.8 points below level 3</li> <li>Socioeconomically Disadvantaged: 25.8 points below level 3</li> <li>Students with Disabilities: 107.5 points below level 3</li> <li>Hispanic: 21.3 points below level 3</li> </ul>			
<p><b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2015-16 (Actual):</p> <ul style="list-style-type: none"> <li>All Students: 71.7 points below level 3</li> <li>English Learners: 116.2 points below level 3</li> <li>Socioeconomically Disadvantaged: 74.1 points below level 3</li> <li>Students with Disabilities: 156.1 points below level 3</li> <li>Hispanic: 71.3 points below level 3</li> <li>White: 68.9 points above level 3</li> </ul> <p>2016-17 (Projected):</p> <ul style="list-style-type: none"> <li>All Students: 68.7 points below level 3</li> <li>English Learners: 113.2 points below level 3</li> <li>Socioeconomically Disadvantaged: 71.1 points below level 3</li> <li>Students with Disabilities: 153.1 points below level 3</li> <li>Hispanic: 68.3 points below level 3</li> <li>White: 65.9 points below level 3</li> </ul>	<p>2017-18 (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 64.7 points below level 3</li> <li>English Learners: 109.2 points below level 3</li> <li>Socioeconomically Disadvantaged: 67.1 points below level 3</li> <li>Students with Disabilities: 149.1 points below level 3</li> <li>Hispanic: 64.3 points below level 3</li> <li>White: 61.6 points above level 3</li> </ul>	<p>2018-19 (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 60.7 points below level 3</li> <li>English Learners: 105.2 points below level 3</li> <li>Socioeconomically Disadvantaged: 63.1 points below level 3</li> <li>Students with Disabilities: 145.1 points below level 3</li> <li>Hispanic: 60.3 points below level 3</li> <li>White: 57.6 points above level 3</li> </ul>	<p>2017-18 (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 56.7 points below level 3</li> <li>English Learners: 101.2 points below level 3</li> <li>Socioeconomically Disadvantaged: 59.1 points below level 3</li> <li>Students with Disabilities: 141.1 points below level 3</li> <li>Hispanic: 56.3 points below level 3</li> <li>White: 53.6 points above level 3</li> </ul>
<p><b>Priority 4:</b> Percentage of students meeting their growth targets on the MAP Reading assessment</p>	<p>2015-16 Fall to Spring (Actual):</p> <ul style="list-style-type: none"> <li>All Students: 50%</li> <li>English Learners: 50%</li> <li>Socioeconomically Disadvantaged: 50%</li> <li>Students with Disabilities: 50%</li> </ul>	<p>2017-18 Fall to Spring (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 55%</li> <li>English Learners: 55%</li> <li>Socioeconomically Disadvantaged: 55%</li> <li>Students with Disabilities: 55%</li> </ul>	<p>2018-19 Fall to Spring (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 57%</li> <li>English Learners: 57%</li> <li>Socioeconomically Disadvantaged: 57%</li> <li>Students with Disabilities: 57%</li> </ul>	<p>2019-20 Fall to Spring (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 59%</li> <li>English Learners: 59%</li> <li>Socioeconomically Disadvantaged: 59%</li> <li>Students with Disabilities: 59%</li> </ul>

	<ul style="list-style-type: none"> <li>Hispanic: 50%</li> <li>White: 50%</li> </ul> <p>2016-17 Fall to Spring (Projected):</p> <ul style="list-style-type: none"> <li>All Students: 52%</li> <li>English Learners: 52%</li> <li>Socioeconomically Disadvantaged: 52%</li> <li>Students with Disabilities: 52%</li> <li>Hispanic: 52%</li> <li>White: 52%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic: 55%</li> <li>White: 55%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic: 57%</li> <li>White: 57%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic: 59%</li> <li>White: 59%</li> </ul>
<p><b>Priority 4:</b> Percentage of students meeting their growth targets on the MAP Mathematics assessment</p>	<p>2015-16 Fall to Spring (Actual):</p> <ul style="list-style-type: none"> <li>All Students: 50%</li> <li>English Learners: 50%</li> <li>Socioeconomically Disadvantaged: 50%</li> <li>Students with Disabilities: 50%</li> <li>Hispanic: 50%</li> <li>White: 50%</li> </ul> <p>2016-17 Fall to Spring (Projected):</p> <ul style="list-style-type: none"> <li>All Students: 52%</li> <li>English Learners: 52%</li> <li>Socioeconomically Disadvantaged: 52%</li> <li>Students with Disabilities: 52%</li> <li>Hispanic: 52%</li> <li>White: 52%</li> </ul>	<p>2017-18 Fall to Spring (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 55%</li> <li>English Learners: 55%</li> <li>Socioeconomically Disadvantaged: 55%</li> <li>Students with Disabilities: 55%</li> <li>Hispanic: 55%</li> <li>White: 55%</li> </ul>	<p>2018-19 Fall to Spring (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 57%</li> <li>English Learners: 57%</li> <li>Socioeconomically Disadvantaged: 57%</li> <li>Students with Disabilities: 57%</li> <li>Hispanic: 57%</li> <li>White: 57%</li> </ul>	<p>2019-20 Fall to Spring (Expected):</p> <ul style="list-style-type: none"> <li>All Students: 59%</li> <li>English Learners: 59%</li> <li>Socioeconomically Disadvantaged: 59%</li> <li>Students with Disabilities: 59%</li> <li>Hispanic: 59%</li> <li>White: 59%</li> </ul>
<p><b>Priority 4:</b> Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>2016-17 (Actual): 60%</p>	<p>2017-18 (Expected): 50%</p>	TBD	TBD
<p><b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>2015-16 (Actual): 39% 2016-17 (Projected): 45%</p>	<p>2017-18 (Expected): 35%</p>	TBD	TBD
<p><b>Priority 8:</b></p>	<p>2015-16 (Actual): 98% 2016-17 (Projected): 80%</p>	<p>2017-18 (Expected): 80%</p>	<p>2018-19 (Expected): 80%</p>	<p>2019-20 (Expected): 80%</p>

Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 1:**  
Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

**2018-19**

New  Modified  Unchanged

**Priority 1:**  
Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

**2019-20**

New  Modified  Unchanged

**Priority 1:**  
Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$2,777,904
Source	LCFF

**2018-19**

Amount	TBD
Source	LCFF

**2019-20**

Amount	TBD
Source	LCFF

Budget Reference

1100, 1300, 2400, 2900, 3100, 3200, 3300, 3400, 3500, 3600

Budget Reference

1100, 1300, 2400, 2900, 3100, 3200, 3300, 3400, 3500, 3600

Budget Reference

1100, 1300, 2400, 2900, 3100, 3200, 3300, 3400, 3500, 3600

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

**2018-19**

New  Modified  Unchanged

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

**2019-20**

New  Modified  Unchanged

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

### BUDGETED EXPENDITURES

**2017-18**

Amount

\$150,000

Source

LCFF

**2018-19**

Amount

\$140,000

Source

LCFF

**2019-20**

Amount

\$80,000

Source

LCFF



Budget Reference

4100, 4320, 4325

Budget  
Reference

4100, 4320, 4325

Budget  
Reference

4100, 4320, 4325

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priority 1:**

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**2018-19**

New     Modified     Unchanged

**Priority 1:**

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**2019-20**

New     Modified     Unchanged

**Priority 1:**

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$235,830

Source

LCFF

Budget Reference

5610

**2018-19**

Amount

TBD

Source

LCFF

Budget Reference

5610

**2019-20**

Amount

TBD

Source

LCFF

Budget Reference

5610

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

**2018-19**

New     Modified     Unchanged

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

**2019-20**

New     Modified     Unchanged

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

**2017-18**

Amount

\$75,000

Source

LCFF

Budget Reference

5863

**2018-19**

Amount

\$75,000

Source

LCFF

Budget Reference

5863

**2019-20**

Amount

\$75,000

Source

LCFF

Budget Reference

5863

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priorities 2 & 4:**

MSA Bell will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

**2018-19**

New  Modified  Unchanged

**Priorities 2 & 4:**

MSA Bell will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

**2019-20**

New  Modified  Unchanged

**Priorities 2 & 4:**

MSA Bell will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bell will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.

BUDGETED EXPENDITURES

**2017-18**

Amount \$62,961

Source Title 1

**2018-19**

Amount \$64,220

Source Title 1

**2019-20**

Amount \$65,504

Source Title 1

Budget Reference

Title 1

Budget  
Reference

Title 1

Budget  
Reference

Title 1

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priorities 2 & 4:**

MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

**2018-19**

New  Modified  Unchanged

**Priorities 2 & 4:**

MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

**2019-20**

New  Modified  Unchanged

**Priorities 2 & 4:**

MSA Bell teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA Bell will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA Bell will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA Bell will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

**2018-19**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$12,250

Source

Title 1

Budget Reference

(Fast ForWord) Title 1

**2018-19**

Amount

\$12,250

Source

Title 1

Budget Reference

(Fast ForWord) Title 1

**2019-20**

Amount

\$12,250

Source

Title 1

Budget Reference

(Fast ForWord) Title 1



Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.

**2018-19**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.

**2019-20**

New     Modified     Unchanged

**Priorities 2, 4, & 8:**

Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.

BUDGETED EXPENDITURES

**2017-18**

Amount

\$40,000

Source

Title 1

Budget Reference

After-School and Saturday School Enrichment Program (Title 1)

**2018-19**

Amount

\$40,000

Source

Title 1

Budget Reference

After-School and Saturday School Enrichment Program (Title 1)

**2019-20**

Amount

\$40,000

Source

Title 1

Budget Reference

After-School and Saturday School Enrichment Program (Title 1)

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**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.

**2018-19**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

MSA Bell leadership will adjust measurements to be reflective on the appropriate growth targets for the specific school year.

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

MSA Bell leadership will adjust measurements to be reflective on the appropriate growth targets for the specific school year.

BUDGETED EXPENDITURES

**2017-18**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

**2018-19**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

**2019-20**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.



For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**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.

**2018-19**

New     Modified     Unchanged

**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.

**2019-20**

New     Modified     Unchanged

**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.

BUDGETED EXPENDITURES

**2017-18**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

**2018-19**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

**2019-20**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.





New                       Modified                       Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- 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.
  - 20% of students enrolled in the Charter School’s grades 6-8 will be taking the “Advanced Math” class or club.
  - 100% of students will experience blended learning in their program of study.
- Priority 8:**
- 80% of students will create or demonstrate a STEAM focused project, experiment, model, or demo.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters				
<b>Priority 7:</b> Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club	2016-17 (Actual): 21%	2017-18 (Expected): 20%	2018-19 (Expected): 20%	2019-20 (Expected): 20%
<b>Priority 7:</b> Percentage of our students who will receive a blended learning experience	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 80%	2017-18 (Expected): 80%	2018-19 (Expected): 80%	2019-20 (Expected): 80%



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 7:**  
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

**2018-19**

New  Modified  Unchanged

**Priority 7:**  
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

**2019-20**

New  Modified  Unchanged

**Priority 7:**  
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**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 groups.

**2018-19**

New  Modified  Unchanged

**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 groups.

**2019-20**

New  Modified  Unchanged

**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 groups.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

**Priority 7:**

Charter School will offer an “Advanced Math” class or club to students in grades 6-8.

**2018-19**

New     Modified     Unchanged

**Priority 7:**

Charter School will offer an “Advanced Math” class or club to students in grades 6-8.

**2019-20**

New     Modified     Unchanged

**Priority 7:**

Charter School will offer an “Advanced Math” class or club to students in grades 6-8.

BUDGETED EXPENDITURES

**2017-18**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

**2018-19**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

**2019-20**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 7:**

Charter School will offer a blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

**2018-19**

New  Modified  Unchanged

**Priority 7:**

Charter School will offer a blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.  
Goal will be adjusted depending on need of all stakeholders.

**2019-20**

New  Modified  Unchanged

**Priority 7:**

Charter School will offer a blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.  
Goal will be adjusted depending on need of all stakeholders.

BUDGETED EXPENDITURES

**2017-18**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

**2018-19**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

**2019-20**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

Budget Reference

Items already identified in other parts of the LCAP.

Budget Reference

Items already identified in other parts of the LCAP.

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priorities 7 & 8:**

Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.

**2018-19**

New  Modified  Unchanged

**Priorities 7 & 8:**

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.

**2019-20**

New  Modified  Unchanged

**Priorities 7 & 8:**

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.

BUDGETED EXPENDITURES

**2017-18**

Amount

Items already identified in other parts of the LCAP.

**2018-19**

Amount

Items already identified in other parts of the LCAP.  
  
Additional \$5,000

**2019-20**

Amount

Items already identified in other parts of the LCAP.  
  
Additional \$5,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.  (Additional add \$5,000 for VEX robotics) 4345	Budget Reference	Items already identified in other parts of the LCAP.  (Additional add \$5,000 for VEX robotics) 4345



New

Modified

Unchanged

## Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

### **Priority 3:**

- Charter School will hold 4 quarterly SSC meetings.
- Charter School will hold 4 quarterly English Learner Advisory Committee (ELAC) meetings.
- Charter School will hold 6 Parent Task Force (PTF) meetings.
- Charter School will hold 5 activities/events for parent involvement.
- Teachers will update SIS records daily/weekly.
- Charter School will send 6 progress reports/report cards to parents.
- 25% of Charter School's students will be home-visited by staff.

### **Priority 5:**

- Charter School will maintain an ADA of 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 5%.
- 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 3%.
- Charter School will maintain a low student expulsion rate no more than 1%.
- Charter School will maintain a participation rate of 85% families, 90% students, and 90% staff in the school experience survey.
- Charter School will maintain an approval rating of no less than 80% students, 85% families, and 85% staff in the school experience survey.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 3 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 3 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Number of activities/events for parent involvement per year	Current: 4 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5
<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 4 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 19% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 95% Current: 97% By the end of 2016-17: 97% (Projected)	2017-18 (Expected): 95%	2018-19 (Expected): 95%	2019-20 (Expected): 95%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 4% (Projected)	2017-18 (Expected): 5%	2018-19 (Expected): 5%	2019-20 (Expected): 5%
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 1%	2018-19 (Expected): 1%	2019-20 (Expected): 1%
<b>Priority 6:</b>	2015-16 (Actual): 0.4%	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):

Student suspension rate	Current: 0% By the end of 2016-17: 0% (Projected)	3%	3%	3%
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 1%	2018-19 (Expected): 1%	2019-20 (Expected): 1%
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 95% Families: 96% Staff: 100%	2017-18 (Expected): Students: 85% Families: 90% Staff: 85%	2018-19 (Expected): Students: 85% Families: 90% Staff: 85%	2019-20 (Expected): Students: 85% Families: 90% Staff: 85%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 83% Families: 96% Staff: 89%	2017-18 (Expected): Students: 85% Families: 90% Staff: 85%	2018-19 (Expected): Students: 85% Families: 90% Staff: 85%	2019-20 (Expected): Students: 85% Families: 90% Staff: 85%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
\$5,000	\$5,000	\$5,000
<b>Source</b>	<b>Source</b>	<b>Source</b>
Title 1	Title 1	Title 1
<b>Budget Reference</b>	<b>Budget Reference</b>	<b>Budget Reference</b>
(Other Food Title 1) 4720	(Other Food Title 1) 4720	(Other Food Title 1) 4720

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 3:**  
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

**2018-19**

New  Modified  Unchanged

**Priority 3:**  
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.  
Adjust family workshops to address items of need such as blended learning, SEL, etc.

**2019-20**

New  Modified  Unchanged

**Priority 3:**  
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.  
Adjust family workshops to address items of need such as blended learning, SEL, etc.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$1,013,267
Source	LCFF
Budget Reference	(Home Office services includes Parent College and other resources) 5101

**2018-19**

Amount	\$1,013,267
Source	LCFF
Budget Reference	(Home Office services includes Parent College

**2019-20**

Amount	\$1,013,267
Source	LCFF
Budget Reference	(Home Office services includes Parent College and other resources) 5101



and other resources)  
5101



Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**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. Charter School will communicate further with the parents of students who are performing below grade level.

**2018-19**

New  Modified  Unchanged

**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. Charter School will communicate further with the parents of students who are performing below grade level. SIS will change to Illuminate.

**2019-20**

New  Modified  Unchanged

**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. Charter School will communicate further with the parents of students who are performing below grade level. SIS will change to Illuminate.

BUDGETED EXPENDITURES

**2017-18**

**Amount**

Items already identified in other parts of the LCAP.

**Source**

LCFF

**Budget Reference**

Items already identified in other parts of the LCAP.

**2018-19**

**Amount**

Items already identified in other parts of the LCAP.

**Source**

LCFF

**Budget Reference**

Items already identified in other parts of the LCAP.

**2019-20**

**Amount**

Items already identified in other parts of the LCAP.

**Source**

LCFF

**Budget Reference**

Items already identified in other parts of the LCAP.

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 3:**

Charter School teachers will visit families at their homes to discuss student progress and enhance student learning and involvement.

**2018-19**

New  Modified  Unchanged

**Priority 3:**

Charter School teachers will visit families at their homes to discuss student progress and enhance student learning and involvement.

**2019-20**

New  Modified  Unchanged

**Priority 3:**

Charter School teachers will visit families at their homes to discuss student progress and enhance student learning and involvement.

BUDGETED EXPENDITURES

**2017-18**

**Amount** \$10,000

**Source** Title 1

**Budget Reference** Home Visit - Title1

**2018-19**

**Amount** \$10,000

**Source** Title 1

**Budget Reference** Home Visit - Title1

**2019-20**

**Amount** \$10,000

**Source** Title 1

**Budget Reference** Home Visit - Title1



Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**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.

**2018-19**

New  Modified  Unchanged

**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.

**2019-20**

New  Modified  Unchanged

**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.

BUDGETED EXPENDITURES

**2017-18**

<b>Amount</b>	Items already identified in other parts of the LCAP.
<b>Source</b>	LCFF

**2018-19**

<b>Amount</b>	Items already identified in other parts of the LCAP.
<b>Source</b>	LCFF

**2019-20**

<b>Amount</b>	Items already identified in other parts of the LCAP.
<b>Source</b>	LCFF

Budget Reference

Items already identified in other parts of the LCAP.

Budget Reference

Items already identified in other parts of the LCAP.

Budget Reference

Items already identified in other parts of the LCAP.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Items already identified in other parts of the LCAP.	<b>Amount</b> Items already identified in other parts of the LCAP.	<b>Amount</b> Items already identified in other parts of the LCAP.
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> Items already identified in other parts of the LCAP.	<b>Budget Reference</b> Items already identified in other parts of the LCAP.	<b>Budget Reference</b> Items already identified in other parts of the LCAP.



Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 6:**

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

**2018-19**

New  Modified  Unchanged

**Priority 6:**

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

**2019-20**

New  Modified  Unchanged

**Priority 6:**

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

**2017-18**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

**2018-19**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

**2019-20**

Amount

Items already identified in other parts of the LCAP.

Source

LCFF

Budget Reference

Items already identified in other parts of the LCAP.

Budget Reference

Items already identified in other parts of the LCAP.

Budget Reference

Items already identified in other parts of the LCAP.

## Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priority 6:**

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**Priority 6:**

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**Priority 6:**

Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

### BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 6:**  
Charter School will annually administer school experience surveys to students, parents, and staff.

**2018-19**

New  Modified  Unchanged

**Priority 6:**  
Charter School will annually administer school experience surveys to students, parents, and staff.

**2019-20**

New  Modified  Unchanged

**Priority 6:**  
Charter School will annually administer school experience surveys to students, parents, and staff.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.	Amount	Items already identified in other parts of the LCAP.
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.	Budget Reference	Items already identified in other parts of the LCAP.



## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,091,981

Percentage to Increase or Improve Services:

31.16 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25-minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours. Charter School strives to refine targeted intervention and tutoring programs and plans to expand other learning opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.

- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

### **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

## **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either

would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

#### **New/Modified/Unchanged:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds



Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Magnolia Science Academy San Diego		
Contact Name and Title	Gokhan Serce, Principal	Email and Phone	<a href="mailto:gserce@magnoliapublicschools.org">gserce@magnoliapublicschools.org</a> 619-644-1300

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the San Carlos community. MSA-San Diego serves around 425 students in grades 6–8, with classes that average 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Starting 2017-18 School year MSA-San Diego will move to its new location in Allied Gardens Community. The new site will be located at 6525 Estrella Ave, San Diego, CA 92120. The intersection of Estrella and Zion.

Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts and math (STEAM) in a safe environment that cultivates respect for self and others. MSA-San Diego provides a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and much more.

Computer integration is a unique component of MSA-San Diego's curriculum. Until the 2013–14 school year, students have had daily computer classes in which they learned computer skills and applied these skills to their academic studies under the direction of their core class teachers. Starting 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since the 2013-14 School year MSA-San Diego Robotics, Future City (Engineering) and Archery teams and School Band won first place at multiple state and local competitions. MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to the students.



## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

MSA San Diego has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

1. Continuation of personalized blended learning and on-going training for all stakeholders.
2. Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs.
3. Providing positive behavior intervention support services to our students through well-established Restorative Practices system.
4. Keeping effective teachers and improving teacher observation and evaluation systems.

Reduce chronic absenteeism to under 5%

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Areas of greatest progress include:

- ◆ MSA-San Diego's overall performance in State testing based on California School Dashboard is all blue, highest possible grade.
- ◆ MSA-San Diego showed significant growth in state test in both Math and English.
- ◆ Our school outperformed all charter middle schools in city of San Diego and all middle schools in Navajo community.
- ◆ MSA-San Diego established partnership with the local community college to host summer school and community events like San Diego STEAM Expo.
- ◆ The level of parent participation for school events increased significantly.
- ◆ The home visit numbers and MSA-San Diego met its target.
- ◆ Moving to a new site in 2017-18 school year.
- ◆ MSA-San Diego hosted, organized or participated in over 40 school and community events throughout the school year.

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Areas of greatest needs include:

- ◆ Increase academic achievement in the area of math and ELA for all student groups in CAASPP.
- ◆ Recruiting and retaining highly qualified teachers
- ◆ Continual refinement of intervention programs to assist in closing the achievement gap for all student groups.
- ◆ Empowering students to be school wide ambassadors in the establishment of school culture with a new School culture model.

## GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

- ◆ MSA San Diego has all student groups in green or blue based on academic data. Although our EL and African-American population is not significant, we are closely working on closing the achievement gap for both student groups.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- ◆ Charter School will provide resources to increase outreach efforts to low income families through community events, home visits and other parent involvement opportunities.
- ◆ Continual professional development on ELD instructional strategies
- ◆ Extending the instructional day with after-school or Saturday school enrichment courses as needed.
- ◆ Provide summer school to all student groups to continue to academically support students during summer

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,003,484
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$3,227,608

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

\$3,264,790	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	<p>EXCELLENCE: All students will pursue academic excellence and be college/career ready.</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>▪ Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%</li> <li>▪ Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%</li> <li>▪ Percentage of items on facility inspection checklists in compliance/good standing: 90%</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>▪ Percentage of state standards implementation for all students, including English learners: 100%</li> </ul> <p><b>Priority 4:</b></p> <ul style="list-style-type: none"> <li>▪ For all student groups, percentage of students performing proficient on the CAASPP: 3 % increase from 2016 to 2017</li> </ul>
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### ACTUAL

<p><b>Priority 1:</b></p> <ul style="list-style-type: none"> <li>▪ Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100%</li> <li>▪ Percentage of students who have sufficient access to standards-aligned instructional materials: 100%</li> <li>▪ Percentage of items on facility inspection checklists in compliance/good standing: 90%</li> </ul> <p><b>Priority 2:</b></p> <ul style="list-style-type: none"> <li>▪ Percentage of state standards implementation for all students, including English learners: 100%</li> </ul> <p><b>Priority 4:</b></p> <ul style="list-style-type: none"> <li>▪ The following shows 2016 proficiency rates of our students in ELA/Literacy and Mathematics and projected 2017 rates. 2017 SBAC data is not available at this time. Please note that the Charter School will use a different metric next year, i.e., Distance from Level 3, in place of percent proficient.</li> </ul>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">ELA/Literacy</td> <td style="width: 50%; border: none;">Mathematics</td> </tr> </table>	ELA/Literacy	Mathematics
ELA/Literacy	Mathematics	

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year
- Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year

**Priority 8:**

- Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%

	2016	2017 (Projected)	2016	2017 (Projected)
Schoolwide	71%	73%	61%	63%
English Learners	0%	10%	0%	10%
Socioecon. Disadv.	61%	63%	49%	51%
Students w/ Disabilities	33%	35%	39%	41%
African American	43%	45%	40%	42%
Hispanic or Latino	60%	62%	51%	54%
White	77%	79%	66%	68%

- Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC is 33%(4 students out of 12 students) last year this number was 50%.
- Percentage of ELs reclassified to Fluent English Proficient (RFEP):  
2015-16: 28%      Current: 16% (2 students out of 12 students)

**Priority 8:**

- Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives:  
2015-16:94%      Current: 88%      By the end of 2016-17: 90% (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

Expenditures

**PLANNED**

**Priority 1:**

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.

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**BUDGETED**

\$19,000.00- BTSA Expenses(5863)

**ACTUAL**

**Priority 1:**

All teacher credentials have been reviewed. We have supported two of our teachers for their credentialing needs. We are compliant with its teacher assignments.

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**ESTIMATED ACTUAL**

\$13000-3 Staff members are in BTSA programs

Action **2**

Actions/Services

**PLANNED**

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

**ACTUAL**

**Priority 1:**

We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.

Expenditures

**BUDGETED**

\$28,074.00 (4100-4200 Books)  
 \$79,100.00 (4300-supplies, materials)  
 \$ 23,269.00 (4400 Equipment)

**ESTIMATED ACTUAL**

\$28,074.00  
 \$70,000.00  
 \$ 15,000.00

Action **3**

Actions/Services

**PLANNED**

**Priority 1:**

Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

**ACTUAL**

**Priority 1:**

We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Expenditures

**BUDGETED**

\$56,000.00 ( 5500-5600 Janitorial Services,*Maintenance,*)  
 \$42,000.00 (*Custodian salary & benefits*)

**ESTIMATED ACTUAL**

\$55,000.00  
 \$42,000.00

Action **4**

Actions/Services

**PLANNED**

**Priority 2:**

Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

**ACTUAL**

**Priority 2:**

Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Expenditures	<b>BUDGETED</b> \$38,000.00 (5200-5800 PD Expenses) \$5,000.00 (4325-Map Testing expenses)	<b>ESTIMATED ACTUAL</b> \$30,000.00 \$5,000.00
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Action **5**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 7:</b> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 7:</b> We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.
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Expenditures	<b>BUDGETED</b> \$10,000.00 (ELD curriculum and PD for teachers)	<b>ESTIMATED ACTUAL</b> \$8,000.00
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Action **6**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 7:</b> Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 7:</b> Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.
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Expenditures	<b>BUDGETED</b> \$3,000.00 (5863 Professional Development on EL strategies)	<b>ESTIMATED ACTUAL</b> \$3,000.00
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Action **7**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 8:</b> During the day, Charter School will provide additional supports and interventions to all students, including ELs.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 8:</b> During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.
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Expenditures	<b>BUDGETED</b> \$38,000.00 (EL Support Teacher and Power English and Math teacher salaries )	<b>ESTIMATED ACTUAL</b> \$38,000.00
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Action **8**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 8:</b> We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
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Expenditures	<b>BUDGETED</b> \$12,000.00 (After school ELA/math tutoring)	<b>ESTIMATED ACTUAL</b> \$12,000.00
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Action **9**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 8:</b> 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.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 8:</b> Working with the Home Office, our Dean of Academics and Title-I coordinators synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.
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Expenditures	<b>BUDGETED</b> 120,000.00 (Dean of Academics and Title 1 teacher salaries and benefits)	<b>ESTIMATED ACTUAL</b> \$120,000.00
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**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Students’ SBAC math proficiency rates increased 7% (from 57% to 61%) and ELA proficiency rates increased 15% (from 61% to 71%). The increase is due in part to our ELA(Study Sync) and Math (McGraw-Hill online curriculum) department’s adoption of CCSS adoption. Also our staff participated in variety of CCSS PDs. Our staff meets weekly to discuss student data and they seek ways to support our students in classroom and afterschool. SBAC, CELDT and MAP data are used to identify struggling students and them students are provided intervention services. Targeted interventions include small group instruction, after school tutoring, and Power English and Power Math classes.

This year our Math and English teachers administered Interim Block Assessments (IBA) to measure skill mastery. They used this data to support students after school.

Based on SBAC testing results we are the highest performing middle school in our community and second highest performing charter middle school in city of San Diego.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. Once change is that we will use a different metric, Distance from Level 3, for our students’ progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric “percentage of students who meet their growth targets” on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

- Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

### ACTUAL

#### Priority 7:

- Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100%
- Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
- Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: 11.7%
- Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

#### Priority 8:

- Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 100%

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

**ACTUAL**

**Priority 7:**

We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: Engineering, Creative Writing, Robotics, Graphic Design, World languages etc..

Expenditures

**BUDGETED**

\$2,287,469.00 (1100 -3000 Staff salaries and benefits)

**ESTIMATED ACTUAL**

\$2,287,469.00

Action **2**

Actions/Services

**PLANNED**

**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 groups.

**ACTUAL**

**Priority 7:**

We have designed our master schedule to meet the needs of all students. We provide honors math class opportunity for all grade levels and power math and English support classes for all students in need.

Expenditures

**BUDGETED**

\$100,000.00 (1300-Dean of Academics)

**ESTIMATED ACTUAL**

\$100,000.00

Action **3**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

**ACTUAL**

**Priority 7:**

We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

**BUDGETED**

Duplicated expense, included in Goal 2 Action 1.

**ESTIMATED ACTUAL**

Action

# 4

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

**ACTUAL**

**Priority 7:**

We offer Computer/Technology classes and/or blended learning experience for our students. We have 1-1 Chromebooks for our students and we keep our technology up to date and. Our teachers have participated in PD on Blended Learning.

Expenditures

**BUDGETED**

\$110,000.00 (1100.Computer/Technology teacher salaries & benefits)

**ESTIMATED ACTUAL**

\$110,000.00

Action

# 5

Actions/Services

**PLANNED**

**Priorities 7 & 8:**

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.

**ACTUAL**

**Priorities 7 & 8:**

We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

**BUDGETED**

\$6,000.00 (4325-Science Supplies)

\$5,000.00 (Academic Completions and STEAM Activities and events expenses)

**ESTIMATED ACTUAL**

\$11,000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide enrichment and support classes based on student needs; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. In addition to providing state of the art STEAM education our school provides different opportunities for students to showcase and compete in STEAM areas. Here are some of the STEAM events that our students participated: California STEM Symposium, San Diego Makers Faire, Mini Makers fairs at Barnes and Noble multiple times during the year, San Diego Festival of Science and Engineering for 4th consecutive year and MPS STEAM Expo. Also we hosted the San Diego STEAM Expo in partnership with Grossmont College for the 2nd year at Grossmont and 4th year overall.

Robotics, engineering, and band are our signature programs. Our students won the 1<sup>st</sup> place at FLL competitions in Southern California for three consecutive years. At the engineering competition, Future City Competition, our students won 2nd Place, best model award and Public's choice awards in Southern California. Finally our band students competed at Knott's Berry Farm Music In The Park competition and won 2<sup>nd</sup> place.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3:

- Number of School Site Council (SSC) meetings per year: 4
- Number of Parent Task Force (PTF) meetings per year: 4
- Number of activities/events for parent involvement per year: 5
- Frequency of SIS record updates: Daily/Weekly
- Number of progress reports or report cards sent to parents per year: 6
- Percentage of students who have been home-visited by the teachers per year: 10%

#### Priority 5:

- ADA rate: 95%
- Chronic absenteeism rate: 1%

### ACTUAL

#### Priority 3:

- Number of SSC meetings held this school year: 2  
Current: 2 By the end of 2016-17: 3
- Number of PTF meetings held this school year: 8  
Current: 8 By the end of 2016-17: 9
- Number of activities/events held for parent involvement this school year: 16  
Current: 20 By the end of 2016-17: 21
- Our teachers update SIS records daily/weekly.
- Number of progress reports or report cards sent to parents this school year: 5  
Current: 5 By the end of 2016-17: 6
- Percentage of students who have been home-visited by the teachers this school year: 12%  
Current: 12% By the end of 2016-17: 12%
- ADA rate:

- Middle school dropout rate: 0%
- Priority 6:**
- Student suspension rate: Less than 5%
  - Student expulsion rate: Less than 1%
  - School experience survey participation rates:  
Students: 80% Families: 25% Staff: 90%
  - School experience survey average approval rates  
Students: 85% Families: 85% Staff: 85%

- 2015-16: 96.7% Current: 96.2% By the end of 2016-17: 96.3% (projected)
- Chronic absenteeism rate:  
2015-16: 6.1% Current: 4.5% By the end of 2016-17: 5% (projected)
  - Middle school dropout rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
- Priority 6:**
- Student suspension rate:  
2015-16: 1.4% Current: 1.6% By the end of 2016-17: 1.6% (projected)
  - Student expulsion rate:  
2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)
  - School experience survey participation rates:  
Students: 93.6% Families: 32.3% Staff: 83.8%
  - School experience survey average approval rates  
Students: 67% Families: 96% Staff: 72%

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

**PLANNED**

**Priority 3:**

Charter School will seek parent input in making decisions for the school through quarterly SSC and PTF meetings.

**ACTUAL**

**Priority 3:**

We hold quarterly SSC and monthly PTF meetings to seek parent input in making decisions for the school. Also we hosted coffee with principal and breakfast with principal meetings to encourage our parents to participate our LCAP meetings.

Expenditures

**BUDGETED**

\$1,000

**ESTIMATED ACTUAL**

\$600

Action **2**

Actions/Services

**PLANNED**

**Priority 3:**

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

**ACTUAL**

**Priority 3:**

We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, parent conferences, Bingo Night, and University Showcase.

Expenditures

**BUDGETED**

\$2,000.00

**ESTIMATED ACTUAL**

\$2,000.00

Action **3**

Actions/Services

**PLANNED**

**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. Charter School will communicate further with the parents of students who are performing below grade level.

**ACTUAL**

**Priority 3:**

We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.

Expenditures

**BUDGETED**

\$24,000.00 CoolSIS

**ESTIMATED ACTUAL**

\$24,000.00

Action **4**

Actions/Services

**PLANNED**

**Priority 3:**

Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

**ACTUAL**

**Priority 3:**

Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Expenditures

**BUDGETED**

\$5,000.00-Home Visit Stipends

**ESTIMATED ACTUAL**

\$5,000.00



Action **5**

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priority 5:**

We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.

Expenditures

**BUDGETED**

\$90,000.00 (1300-Dean of Culture)

**ESTIMATED ACTUAL**

\$90,000.00

Action **6**

Actions/Services

**PLANNED**

**Priority 5:**

Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

**ACTUAL**

**Priority 5:**

We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

Expenditures

**BUDGETED**

\$40,000.00(2400-Office Clerk)

**ESTIMATED ACTUAL**

\$40,000.00

Action **7**

Actions/Services

**PLANNED**

**Priority 6:**

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

**ACTUAL**

**Priority 6:**

We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.

Expenditures

**BUDGETED**

\$90,000.00 (1300-Dean of Students)

**ESTIMATED ACTUAL**

\$90,000.00

Action

8

Actions/Services

**PLANNED**

**Priority 6:**  
 Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**ACTUAL**

**Priority 6:**  
 Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.

Expenditures

**BUDGETED**  
 \$2,000.00 (Staff PD)

**ESTIMATED ACTUAL**  
 \$2000.00

Action

9

Actions/Services

**PLANNED**

**Priority 6:**  
 Charter School will annually administer school experience surveys to students, parents, and staff.

**ACTUAL**

**Priority 6:**  
 We have administered school experience surveys to our students, parents, and staff.

Expenditures

**BUDGETED**  
 \$2,000.00 Panorama Education

**ESTIMATED ACTUAL**  
 \$2,000.00

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held 3 SSC meetings instead of 4 due to attendance. We held monthly PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We are in the process of adopting restorative practices. Although we have a similar suspension data compared to last school year, we see these numbers as improvement due to the negative effect of political environment on students' relationship with their peers. We implemented positive reinforcements including positive points in CoolSIS and Magnolia dollars for students that are caught being good. Students were able to use their Magnolia dollars to purchase educational gadgets, science kits, etc. at Magnolia Store. Also students with high CoolSIS points enjoyed Pizza parties and Free dress passes. Additionally, students are well aware of our school's policies and sign a contract (Student/Parent handbook) stating that they read and understood all school rules. This ensures that they know what is expected of their behavior and also understand the consequences if and when rules are broken. Our "connectedness" is strong because our policies create reinforcement for positive contributions to our school-students share a responsibility to contribute to our campus' atmosphere.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent workshops. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

### How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-San Diego has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Coffee with the Principal meetings, Local Governance Committee meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for English Learners, and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, three SSC meetings, four Local Governance Committee meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also visited 125 of the parents during this school year and sought feedback from the parents for school improvement.

## IMPACT ON LCAP AND ANNUAL UPDATE

### How did these consultations impact the LCAP for the upcoming year?

The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- Improvements in designated/integrated English Learner services
- Expanding after school, Saturday school, and summer school opportunities
- Providing counseling and behavior support services to our students
- Improving teacher observation and evaluation systems and keeping effective teachers
- Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom
- Expanding STEAM-based programs and activities
- Other input includes improving school facilities and the lunch program.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

- Priority 1:**
- To ensure teachers are appropriately assigned and fully credentialed
  - To ensure students have sufficient access to standards-aligned instructional materials
  - To ensure school facilities are maintained in good repair
- Priority 2:**
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners
- Priority 4:**
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
  - To ensure EL students make annual progress in learning English
  - To ensure our students are college/career ready
- Priority 8:**
- To ensure student proficiency in all courses

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

<p><b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing</p>	<p>2016-17 (Actual): 90%</p>	<p>2017-18 (Expected): 90%</p>	<p>2018-19 (Expected): 90%</p>	<p>2019-20 (Expected): 90%</p>
<p><b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)</p>	<p>2016-17 (Actual): Data is not available yet. Below is the data from 2015-16</p> <p>All Students: 41.1 points above level 3 English Learners: 18.8 points below level 3 Socioeconomically Disadvantaged: 23.2 points above level 3 Students with Disabilities: 30.4 points below level 3 African American: 13.8 points below level 3 Hispanic: 26.9 points above level 3</p> <p>White: 50 points above level 3</p> <p>2016-17 (Projected):</p> <p>All Students: 41.1 points below level 3 English Learners: 18.8 points below level 3 Socioeconomically Disadvantaged: 23.2 points above level 3 Students with Disabilities: 30.4 points below level 3 African American: 13.8 points below level 3 Hispanic: 26.9 points above level 3 White: 50 points above level 3</p>	<p>2017-18 (Expected):</p> <p>All Students: 42 points above level 3 English Learners: 16 points below level 3 Socioeconomically Disadvantaged: 24 points above level 3 Students with Disabilities: 26 points below level 3 African American: 12 points below level 3 Hispanic: 28 points above level 3</p> <p>White: 52 points above level 3</p>	<p>2018-19 (Expected):</p> <p>All Students: 45 points above level 3 English Learners: 12 points below level 3 Socioeconomically Disadvantaged: 26 points above level 3 Students with Disabilities: 22 points below level 3 African American: 10 points below level 3 Hispanic: 30 points above level 3</p> <p>White: 54 points above level 3</p>	<p>2019-20 (Expected):</p> <p>All Students: 48 points above level 3 English Learners: 10 points below level 3 Socioeconomically Disadvantaged: 30 points above level 3 Students with Disabilities: 20 points below level 3 African American: 8 points below level 3 Hispanic: 32 points above level 3</p> <p>White: 56 points above level 3</p>

<p><b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2016-17 (Actual): Data is not available yet. Below is the data from 2015-16(Actual)  All Students: 28 points above level 3  English Learners: 38.1 points below level 3  Socioeconomically Disadvantaged: 0.7 points below level 3  Students with Disabilities: 31.7 points below level 3  African American: 8.9 points below level 3  Hispanic: 3.4 points above level 3  White: 41.4 points above level 3  2016-17 (Projected):  All Students: 28 points above level 3  English Learners: 38.1 points below level 3  Socioeconomically Disadvantaged: 0.7 points below level 3  Students with Disabilities: 31.7 points below level 3  African American: 8.9 points below level 3  Hispanic: 3.4 points above level 3  White: 41.4 points above level 3</p>	<p>2017-18 (Expected):  All Students: 30 points above level 3  English Learners: 36 points below level 3  Socioeconomically Disadvantaged: 3 points above level 3  Students with Disabilities: 30 points below level 3  African American: 5 points below level 3  Hispanic: 5 points above level 3  White: 43 points above level 3</p>	<p>2018-19 (Expected):  All Students: 32 points above level 3  English Learners: 32 points below level 3  Socioeconomically Disadvantaged: 5 points above level 3  Students with Disabilities: 28 points below level 3  African American: 2 points below level 3  Hispanic: 7 points above level 3  White: 45 points above level 3</p>	<p>2019-20 (Expected):  All Students: 34 points above level 3  English Learners: 28 points below level 3  Socioeconomically Disadvantaged: 7 points above level 3  Students with Disabilities: 24 points below level 3  African American: 2 points above level 3  Hispanic: 9 points above level 3  White: 48 points above level 3</p>
<p><b>Priority 4:</b> Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>2016-17 (Actual): 33%</p>	<p>2017-18 (Expected): 40%</p>	<p>2018-19 (Expected): 50%</p>	<p>2019-20 (Expected): 55%</p>
<p><b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>2015-16 (Actual): 28% 2016-17 (Projected): 16%</p>	<p>2017-18 (Expected): 30%</p>	<p>2018-19 (Expected): 30%</p>	<p>2019-20 (Expected): 30%</p>
<p><b>Priority 8:</b> Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives</p>	<p>2015-16 (Actual): 94% 2016-17 (Projected): 90%</p>	<p>2017-18 (Expected): 94%</p>	<p>2018-19 (Expected): 94%</p>	<p>2019-20 (Expected): 94%</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$11,000.00	Amount: \$15,000.00	Amount: \$15,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget: 5863	Budget: 5863	Budget: 5863



Reference

Reference

Reference

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

### BUDGETED EXPENDITURES

**2017-18**

Amount \$130,000.00

Source LCFF

Budget Reference 4100, 4200,4300, 4400

**2018-19**

Amount \$140,000.00

Source LCFF

Budget Reference 4100, 4200,4300, 4400

**2019-20**

Amount \$180,000.00

Source LCFF

Budget Reference 4100, 4200,4300, 4400

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$100,000.00	Amount: \$110,000.00	Amount: \$110,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5615,5500, 2900, 3000	Budget Reference: 5615,5500, 2900, 3000	Budget Reference: 5615,5500, 2900, 3000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$45,000.00	Amount: \$45,000.00	Amount: \$45,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>                      Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000.00	Amount: \$10,000.00	Amount: \$10,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 4100, 4200, 4300,5863	Budget Reference: 4100, 4200, 4300,5863	Budget Reference: 4100, 4200, 4300,5863

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b>                      Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000.00	Amount: \$3,000.00	Amount: \$3,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.

Budget Reference

5863

Budget Reference

5863

Budget Reference

5863

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide OR  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Priorities 2, 4, & 8:**

During the day, Charter School will provide additional supports and interventions to all students, including ELs.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$40,000.00

Source LCFF Supp./Conc.

Budget Reference 3010

**2018-19**

Amount \$40,000.00

Source LCFF Supp./Conc.

Budget Reference 3010

**2019-20**

Amount \$40,000.00

Source LCFF Supp./Conc.

Budget Reference 3010

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$12,000.00	Amount: \$12,000.00	Amount: \$12,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 1100	Budget Reference: 1100	Budget Reference: 1100

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> 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.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$120,000.00	\$120,000.00	\$120,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	1100,1300	1100,1300	1100,1300



New

Modified

Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 7:**

- To increase student access to a broad course of study
- To offer innovative courses and programs

#### **Priority 8:**

- To ensure student participation and achievement in innovative courses and programs

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students enrolled in the Charter	2016-17 (Actual): 3.4%	2017-18 (Expected): 5%	2018-19 (Expected): 5%	2019-20 (Expected): 5%

School's grades 6-8 who will take the "Advanced Math" class or club				
<b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount    \$2,287,469 .00</p> <p>Source    LCFF</p>	<p>Amount    \$2,300,000.00</p> <p>Source    LCFF</p>	<p>Amount    \$2,300,000.00</p> <p>Source    LCFF</p>

Budget Reference

1100,1300,2400,2900,3000

Budget Reference

1100,1300,2400,2900,3000

Budget Reference

1100,1300,2400,2900,3000

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide OR  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**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 groups.

### BUDGETED EXPENDITURES

**2017-18**

Amount \$100,000.00

Source LCFF

Budget Reference 1300

**2018-19**

Amount \$100,000.00

Source LCFF

Budget Reference 1300

**2019-20**

Amount \$100,000.00

Source LCFF

Budget Reference 1300

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> Included in Goal 2.Action 1	<b>Amount</b> Included in Goal 2.Action 1	<b>Amount</b> Included in Goal 2.Action 1
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300	<b>Budget Reference</b> 1100, 1300

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: Included in Goal 2.Action 1 Source: LCFF Budget Reference: 1100, 1300	Amount: Included in Goal 2.Action 1 Source: LCFF Budget Reference: 1100, 1300	Amount: Included in Goal 2.Action 1 Source: LCFF Budget Reference: 1100, 1300

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 7 &amp; 8:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: \$10,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 4325	Budget Reference: 4325	Budget Reference: 4325

New

Modified

Unchanged

## Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 3:**

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

#### **Priority 5:**

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

#### **Priority 6:**

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 2 By the end of 2016-17: 3 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 8 By the end of 2016-17: 9 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of activities/events for parent involvement per year	Current: 16 By the end of 2016-17: 20 (Planned)	2017-18 (Expected): 5	2018-19 (Expected): 5	2019-20 (Expected): 5
<b>Priority 3:</b> Frequency of SIS record	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly



updates				
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 12% By the end of 2016-17: 12% (Planned)	2017-18 (Expected): 12%	2018-19 (Expected): 15%	2019-20 (Expected): 15%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 96.7% Current: 97% By the end of 2016-17: 96.3% (Projected)	2017-18 (Expected): 96.7%	2018-19 (Expected): 96.7%	2019-20 (Expected): 97%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 6.1% Current: 4.5% By the end of 2016-17: 5% (Projected)	2017-18 (Expected): 4%	2018-19 (Expected): 4%	2019-20 (Expected): 4%
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 1.4% Current: 1.6% By the end of 2016-17: 1.6% (Projected)	2017-18 (Expected): 1%	2018-19 (Expected): 1%	2019-20 (Expected): 1%
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 93.6% Families: 32.3% Staff: 83.8%	2017-18 (Expected): Students: 85% Families: 55% Staff: 85%	2018-19 (Expected): Students: 85% Families: 55% Staff: 85%	2019-20 (Expected): Students: 85% Families: 55% Staff: 85%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 67% Families: 96% Staff: 72%	2017-18 (Expected): Students: 85% Families: 95% Staff: 85%	2018-19 (Expected): Students: 85% Families: 95 Staff: 85%	2019-20 (Expected): Students: 85% Families: 95% Staff: 85%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC and PTF meetings.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000.00	Amount: \$1,000.00	Amount: \$1,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 4720	Budget Reference: 4720	Budget Reference: 4720

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000.00	Amount: \$2,000.00	Amount: \$2,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: 4720	Budget Reference: 4720	Budget Reference: 4720

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$24,000.00	Amount: \$24,000.00	Amount: \$24,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5887	Budget Reference: 5887	Budget Reference: 5887

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$5,000.00	<b>Amount</b> \$5,000.00	<b>Amount</b> \$5,000.00
<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.	<b>Source</b> LCFF Supp./Conc.
<b>Budget Reference</b> 1100	<b>Budget Reference</b> 3010	<b>Budget Reference</b> 3010

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> 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.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$90,000.00	Amount: \$90,000.00	Amount: \$90,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1300,3100	Budget Reference: 1300	Budget Reference: 1300

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$40,000.00	Amount: \$40,000.00	Amount: \$40,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 2400,3200	Budget Reference: 2400,3200	Budget Reference: 2400,3200

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$90,000.00	Amount: \$90,000.00	Amount: \$90,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1300,3100	Budget Reference: 1300,3100	Budget Reference: 1300,3100



Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000.00	Amount: \$2,000.00	Amount: \$2,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5863	Budget Reference: 5863	Budget Reference: 5863

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000.00	Amount: \$2,000.00	Amount: \$2,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5822	Budget Reference: 5822	Budget Reference: 5822

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 131,351.00

Percentage to Increase or Improve Services:

4.24 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, and PTF meetings and parent workshops are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.
- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.



## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?



LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	SBE Magnolia Science Academy Santa Ana		
Contact Name and Title	Laura Schlottman, Principal	Email and Phone	<a href="mailto:lbschlottman@magnoliapublicschools.org">lbschlottman@magnoliapublicschools.org</a> (714) 479-0115

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students.

Tutoring, morning school, after-school program, Saturday academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their 21<sup>st</sup> century skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In 2016-17 academic year, Magnolia Science Academy-Santa Ana relocated to its brand new campus at 2840 West 1st Street, Santa Ana. Grades TK-5 were added to grades served (6-12) in the 2016-2017 school year. We serve 635 students, for the 2016-17 school year, in grades TK-12 and we are increasing our enrollment in 2017-18 (approximately to 800). The new facility cost about \$18 million and was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction for 2017-18 includes a regulation size gym, playgrounds and an outside cafeteria to serve several functions. The building has a separate elementary and Middle/High School sections with separate entrances. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms have state of the art technology. We are currently in the implementation process of Project Lead The Way programs (PLTW) for elementary grades. The PLTW Gateway computer-program will be added to middle school for the 2017-18 school year.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The highlights of our LCAP is the alignment that the team has been strategic about developing so that everyone understands the vision and mission that drives our school to highly effectiveness. The main highlights are: **Excellence, Innovation and Connection** (EIC) pillars that will guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence, for all of our students. Academic excellence is the desire to pursue knowledge and excellence and to contribute original and proactive ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. Innovation is our second highlight; we want to support students to have freedom to choose how and what they learn. In addition, the school wants to be innovative as to how the students are being supported. Lastly, school communities are integrated partnerships among the school site staff, families, students and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through implementation of restorative justice practices and growth mindset.

The Charter School LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for the new ones. Some of the highlights include:

- Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent College, Parent Workshops, Parent Task Force (PTF) and the School Site Council (SSC)
- The need to continue our improvements in designated and integrated English Learner programs
- Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs
- Providing counseling and positive behavior intervention support services to our students
- Increasing the extra curricular activities such as athletics programs

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

We are most proud of our growth data. According to the newly released California accountability dashboard, all of our student groups grew in both math and English in 2016-17 school year. In addition, our student groups such as: ELD, SPED, Hispanic, Low SES also grew. We are also very proud that we are maintaining our 100% graduation rate and have a low suspension rate in spite of the big adjustment to our new neighborhood, Santa Ana after relocated from Costa Mesa.

## GREATEST PROGRESS

Last school year was a year in which we developed very strong intervention programs. With the growth in enrollment and expansion, we have been making some adjustments, however, we were able to replicate a lot of the programs that supported our students throughout the years. We continued to use internal data to measure growth throughout the year (NWEA MAPs, SBAC IABs and ICAs). In addition, after reviewing our parent satisfaction survey we noted that our parents rated our school a 5 out of 5 in overall satisfaction based on our school's annual parent survey results (Panorama ed.). We continuously review the feedback that we receive from parents, students, teachers and other stakeholders and revise our action plans to help us reach our greatest potential and to continue to serve our community as best as we can.

We monitor our intervention programs on a monthly basis and to ensure that our interventions are effective for all students. Our greatest progress this year, in our new environment, has been supporting our students that were failing multiple courses or displayed behavior concerns that required Tier II intervention. The Foster and Homeless liaison has partnered with the community and is now providing more aide and resources to our “at risk” populations (e.g. school supplies, food, clothes, mental health free community services etc.) The connectedness with our stakeholders has improved this year, too. We are now providing parent workshops, parent college program and English classes for our parents.

As MSA-SA progresses, we have noted that our seniors are getting accepted into a wider variety of colleges across the nation (e.g UCLA, UC Berkeley, UCI, Penn State etc.). This not only speaks to our ability to nurture our students academically but it gives them an opportunity to experience life outside their home community and opens their world to so many life experiences.

Our STEAM programs have also grown immensely! Our academic Pentathlon won 1<sup>st</sup> place in Orange county and received 60 award. Our students won 1<sup>st</sup> place in an MPS Art contest. An elementary student won 1<sup>st</sup> place in technology at our MPS annual STEAM Expo. Our STEAM programs have tripled and more students are participating in programs such as VEX robotics, LEGO robotics, Science Olympiads, scholastic and art competitions!

Below table depicts our student group performances at the 2015-16 SBACs based on the dashboard

<b>All Students 2015-16 (SBAC-ELA)</b>			
<b>Student Performance</b>	<b>Number of Students</b>	<b>Status</b>	<b>Change</b>
NA	80	High 21.3 points above level 3	Increased Significantly +50.4 points
<b>All Students 2015-16 (SBAC-Math)</b>			
<b>Student Performance</b>	<b>Number of Students</b>	<b>Status</b>	<b>Change</b>
NA	80	High 2.3 points above level 3	Increased Significantly +28.4 points
<b>English Learners 2015-16 (SBAC-ELA)</b>			
<b>Student Performance</b>	<b>Number of Students</b>	<b>Status</b>	<b>Change</b>
NA	24	High 21.3 points above level 3	Increased Significantly +50.4 points
<b>English Learners 2015-16 (SBAC-Math)</b>			
<b>Student Performance</b>	<b>Number of Students</b>	<b>Status</b>	<b>Change</b>
NA	24	Low 30.9 points below level 3	Increased Significantly +20.7 points
<b>Socioeconomically Disadvantaged 2015-16 (SBAC-ELA)</b>			
<b>Student Performance</b>	<b>Number of Students</b>	<b>Status</b>	<b>Change</b>
Blue	55	Very High	Increased Significantly

		45.9 points above level 3	+67.7 points
Socioeconomically Disadvantaged 2015-16 (SBAC-Math)			
Student Performance	Number of Students	Status	Change
Green	55	Medium 19.4 points below level 3	Increased Significantly  +36.7 points
Student with disabilities 2015-16 (SBAC-ELA)			
Student Performance	Number of Students	Status	Change
NA	14	Low 18.9 points below level 3	Increased Significantly  +47.6 points
Student with disabilities 2015-16 (SBAC-Math)			
Student Performance	Number of Students	Status	Change
NA	14	Low 81.3 points below level 3	Increased Significantly  +21.9 points

MSA-SA maintained 100% graduation rate for 12<sup>th</sup> grade students for the third year in a row.

High School Graduation rate			
Class of 2014	Class of 2015	Class of 2016	Class of 2017 (Projected)
100% (10 students)	100% (4 students)	100% (12 students)	100% (11 students)
*This data includes students that have been enrolled for at least 2 years prior to graduation.			

### -MAP Data-

Criteria- Met Growth Target	MATH		READING	
	Fall 2016	SPRING 2017 (Projected)	FALL 2016	SPRING 2017 (Projected)
<b>School-wide</b>	29%	34%	35%	40%
<b>ELL</b>	10%	15%	12%	17%
<b>Free/Reduced Lunch</b>	25%	30%	29%	34 %
<b>Students w/disabilities</b>	6%	11%	8%	13%

<b>Hispanic/Latino</b>	25 %	30%	31%	36%
<b>White</b>	53%	58%	61%	66%

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Based on the most recent CA Accountability Dashboard, MSA-SA does not have any ratings of “Red” or “Orange” in any indicators. It should be noted that 2016-17 data is not reflective of our current populations because last year we only served grades 6-12<sup>th</sup> and had 150 students enrolled. This year we are serving grades TK-12<sup>th</sup> grades and our current enrollment is 650. In addition to increase in grade levels and student numbers, MSA-SA has a shift in student demographics. Most noticeable shifts are in ELL (42%) and Homeless/Foster Youth (18%) student groups. MSA-SA historically serves a high number of students with special needs (17%). This trend will continue as we grow to 800 students in 2017-18.

Based on the performance gap analysis below, we identified (MATH and ELA student group needs): SpEd and ELLs.

We recognized earlier that increase in social-emotional learning and mental health services was going to be a need, but we did not anticipate how much of a need it was going to be for our students and stakeholder community. With our experience this year, we now are making it priority to offer on-site socio-emotional and mental health support through a qualified professional position and/or coordinated services for the coming school year. In addition we are revisiting our GRFL/Life Skills curriculum that supports our K-12 school model and fits our Magnolia Pillars (Innovation, Connection, and Excellence).

**GREATEST NEEDS**

MAP DATA Criteria- Met Projected Growth	MATH		READING	
	Fall 2016	SPRING 2017 (Projected)	FALL 2016	SPRING 2017 (Projected)
<b>Schoolwide</b>	29%	34%	35%	40%
<b>ELL</b>	10%	15%	12%	17%
<b>Free/Reduced Lunch</b>	25%	30%	29%	34 %
<b>Students w/disabilities</b>	6%	11%	8%	13%

<b>Hispanic/Latino</b>	25 %	30%	31%	36%
<b>White</b>	53%	58%	61%	66%

Needs: Mental Health Services, Mentorship Program, Athletics, improve SPED awareness, Growth Mindset and PBIS Practices and Consistency.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

We determined our greatest gaps based on our internal performance data such as NWEA, PSAT, and IABs, and ICAs.

**College Readiness Data:** We see a gap in our Hispanic students because they have lower than 20% PSAT proficiency scores. In addition, we see that our Hispanic females are taking fewer AP tests and/or passing with a 3 or better.

The leadership team is building a professional development plan that will focus on strategies for working with our English learner and Special Education populations. One immediate focus will be making sure all teachers attend summer trainings on how to work with paraprofessionals in the classroom. Giving teachers the skills to work effectively with our Special Education paraprofessionals will benefit all struggling students in the classroom. Additionally, leadership team has decided to continue with our intervention programs, Power Math, and Power English, at the middle school level. We will also be continuing our designated ELD classes K-12, in order to ensure that all students receive the support they need.

## PERFORMANCE GAPS

### ICA 2017 MATHEMATICS

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	49	18	37%	14	29%	14	29%	3	6%
4	54	19	35%	21	39%	13	24%	1	2%
5	49	19	39%	17	35%	9	18%	4	8%
6	63	32	51%	19	30%	7	11%	5	8%
7	79	28	34%	34	43%	9	11%	8	10%
8	45	16	36%	12	27%	7	16%	10	22%

<b>Total</b>	<b>339</b>	<b>132</b>	<b>39%</b>	<b>117</b>	<b>35%</b>	<b>59</b>	<b>17%</b>	<b>31</b>	<b>9%</b>
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**ICA 2017 ELA/READING**

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	49	22	45%	16	33%	6	12%	5	10%
4	54	28	52%	8	15%	9	17%	9	17%
5	48	15	31%	9	19%	14	29%	10	21%
6	62	17	27%	27	44%	13	21%	5	8%
7	81	26	32%	20	25%	21	26%	14	17%
8	43	7	16%	5	12%	19	44%	12	28%
<b>Total</b>	<b>337</b>	<b>115</b>	<b>34%</b>	<b>85</b>	<b>25%</b>	<b>82</b>	<b>24%</b>	<b>55</b>	<b>16%</b>

When we compare Fall 2016 MAP and ICA 2017 data, we see a 3% decrease in schoolwide math proficiency level while there is a 5% increase in Reading/ELA proficiency level.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- MSA-SA will provide resources for increased outreach efforts to low income families including Parent College, parent training, home visits and other parent involvement meetings
- EL students will receive in-class instructional support, which includes one-on-one teacher support; small group instruction; usage of CHATS framework and ELD instructional strategies; extended day instruction as needed.
- MSA-SA will provide additional professional development to increase teachers' implementation of designated and integrated ELD instruction.
- MSA-SA will provide academic supports and remediation, counseling, and social/emotional support to our students.

**BUDGET SUMMARY**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$8,644,095
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,323,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in the LCAP include facility rent, student food, after school programs funded by grants, other operating costs, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expense, accounting and back-office, legal marketing, IT, communications, postage etc.

\$7,270,749	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1</b>	<b>EXCELLENCE: All students will pursue academic excellence and be college/career ready.</b>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 1:

1. Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter: 100%
2. Percentage of students who will have sufficient access to standards-aligned instructional materials: 100%
3. Percentage of items on facility inspection checklists in compliance/good standing: 90%

#### Priority 2:

4. Percentage of state standards implementation for all students, including English learners: 100%

#### Priority 4:

5. For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017

### ACTUAL

#### Priority 1:

1. Percentage of teachers who are appropriately assigned and fully credentialed as required by law and the charter: 100% **(MET)**
2. Percentage of students who have sufficient access to standards-aligned instructional materials: 100% **(MET)**
3. Percentage of items on facility inspection checklists in compliance/good standing: more than 90% **(MET)**

#### Priority 2:

4. Percentage of state standards implementation for all students, including English learners: 100% **(MET)**

#### Priority 4:

5. For all student groups, percentage of students performing proficient on the CAASPP: 5% increase from 2016 to 2017 **(PENDING SPRING 2017 DATA)**

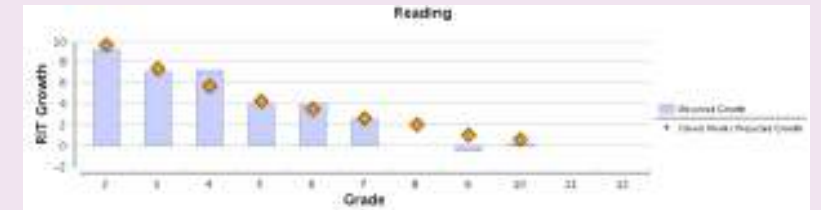
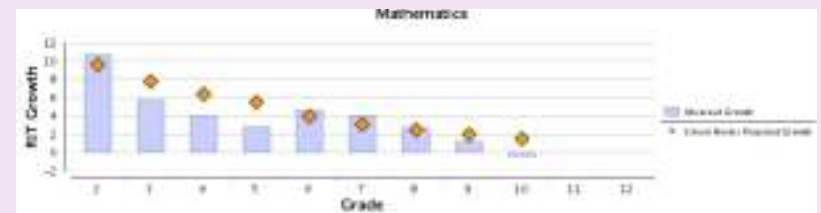
When we compare Fall 2016 MAP and ICA 2017 data, we see a 3% decrease in schoolwide math proficiency level while there is a 5% increase in Reading/ELA proficiency level. We will revisit this priority when we have our Spring CAASPP data.

6. Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring **(PENDING SPRING 2017 DATA)**

6. Percentage of students performing proficient on the MAP Reading and Mathematics assessments: 5% increase from fall to spring
7. Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 90%
8. Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 5% increase from the prior year
9. Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 5% increase from the prior year
10. Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 40%
11. Percentage of students in grades 8-11 who will participate in the PSAT test: 80%
12. Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 40%
13. Percentage of students in grade 11 who will participate in the EAP assessment: 80%
14. Percentage of students who demonstrate college preparedness out of all students who participate in the EAP assessment: 40%

**Priority 8:**

15. Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives: 80%



Since the data for comparison between Fall and Spring is pending we are looking at Winter MAP data. Students that needed intervention (ELD, Title I, SpEd) were assessed and for math we notices that students in grade 3,4,5, 9, and 10 did not meet the projected growth. Students in grades 3,5,8,9, and 10 did not meet their projected reading growth.

7. Percentage of graduating seniors who successfully completed courses that satisfy the UC/CSU or career technical education program requirements **(MET)**  
2015-16: 100%      2016-17: 100% (projected)
8. Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% increase from the prior year.  
2015-16: 40%      2016-17: 25%
9. Percentage of ELs reclassified to Fluent English Proficient (RFEP):  
Current: 23%      By the end of 2016-17: 25% (projected)
10. Percentage of graduating seniors who passed an AP exam with a score of 3 or higher in 2015-16 is 40%. We project a rate of 50% in 2016-17. **(MET)**  
2015-16: 27%      By the end of 2016-17: 45% (projected)
11. Percentage of students in grades 8-11 who have participated in the PSAT test: 90% **(MET)**
12. Percentage of students who have met or exceeded college readiness benchmarks for their grade level out of all students who participated in the PSAT test: 26% **(NOT MET)**
13. Please note that the state has developed new indicators for college/career readiness, including SBAC, dual enrollment, AP, and CTE criteria. The Charter School will replace the language of the EAP outcome with "Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments." **(NOT MET)**

Met/exceeded standard on both ELA and Mathematics on Smarter Balance: 50% (projected)

14. Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments:

2015-16: 60%      2016-17: 50% (projected)

**Priority 8:**

15. Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives:

2015-16: 80%      Current: 75%      By the end of 2016-17: 82% (projected)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p><b>Priority 1:</b></p> <p>Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.</p>	<p><b>ACTUAL</b></p> <p><b>Priority 1:</b></p> <p>All teacher credentials have been reviewed. We have supported two of our teachers for their credentialing needs. We are compliant with teacher assignments.</p>
<p><b>Expenditures</b></p>	<p><b>BUDGETED</b></p> <p>\$10,000.00 (<i>\$863-BTSA expenses, EL authorization fees</i>)</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$14,882.00</p>

Action **2**

<p><b>Actions/Services</b></p>	<p><b>PLANNED</b></p> <p><b>Priority 1:</b></p> <p>Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.</p>	<p><b>ACTUAL</b></p> <p><b>Priority 1:</b></p> <p>We have reviewed our current instructional materials and they are aligned to standards. We keep an inventory of instructional materials and corresponding purchase of materials. We have also budgeted to ensure sufficient access to instructional materials.</p>
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Expenditures	<b>BUDGETED</b> \$200,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	<b>ESTIMATED ACTUAL</b> \$224,662.32
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Action **3**

Actions/Services	<b>PLANNED</b> <b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	<b>ACTUAL</b> <b>Priority 1:</b> We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.
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Expenditures	<b>BUDGETED</b> \$35,000.00 (Ex: 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits)	<b>ESTIMATED ACTUAL</b> \$133,618.00
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Action **4**

Actions/Services	<b>PLANNED</b> <b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>ACTUAL</b> <b>Priority 2:</b> Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)
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Expenditures	<b>BUDGETED</b> \$50,000.00 (Ex: MAP testing fees, PD, 5800 Professional Development on CCSS)	<b>ESTIMATED ACTUAL</b> \$(return),000.00 (AR \$6,849.24, nwea \$5,676)
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Action **5**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 7:</b> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 7:</b> We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.
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Expenditures	<b>BUDGETED</b> \$25,000.00 (Ex: ELD core materials, ELD supplemental materials Focused PD on ELD standards)	<b>ESTIMATED ACTUAL</b> \$20,000.00
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Action **6**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 7:</b> Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 7:</b> Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.
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Expenditures	<b>BUDGETED</b> \$2,000.00 (Ex: 5800 Professional Development on EL strategies)	<b>ESTIMATED ACTUAL</b> \$7,500.00
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Action **7**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 8:</b> During the day, Charter School will provide additional supports and interventions to all students, including ELs.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 8:</b> During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc.
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Expenditures	<b>BUDGETED</b> \$150,000.00 Power English and Math teacher salaries (Title I funds) ????	<b>ESTIMATED ACTUAL</b> \$150,000.00
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Action **8**

Actions/Services	<b>PLANNED</b> <b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	<b>ACTUAL</b> <b>Priorities 2, 4, &amp; 8:</b> We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
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Expenditures	<b>BUDGETED</b> \$40,000.00 After school and Saturday ELA/math tutoring (Title I funds)	<b>ESTIMATED ACTUAL</b> \$58,600.00
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Action

# 9

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priorities 2, 4, & 8:**

Working with the Home Office, our Dean of Academics and RTI Coordinator synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets with our staff.

Expenditures

**BUDGETED**

**\$80,000.00** *Dean of Academics salary & benefits, Illuminate?*

**ESTIMATED ACTUAL**

**\$105,000.00**

Action

# 10

Actions/Services

**PLANNED**

**Priority 4:**

Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.

**ACTUAL**

**Priority 4:**

Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.

Expenditures

**BUDGETED**

**\$75,000.00** *College Counselor Salary & Benefits*

**ESTIMATED ACTUAL**

**College Readiness Block Grant (CRBG)=\$75,000.00**

Action

# 11

Actions/Services

**PLANNED**

**Priority 4:**

Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

**ACTUAL**

**Priority 4:**

Based on student needs and interests, we have offered the following AP courses this year: AP Calculus, AP Language, AP World History.

Expenditures

**BUDGETED**

**\$6,000.00** *(AP teacher add-on salaries, AP workshops, test fees)*

**ESTIMATED ACTUAL**

**\$6,000.00**

Action

# 12

Actions/Services

**PLANNED**

**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.

**ACTUAL**

**Priority 4:**

We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.

Expenditures

**BUDGETED**

**\$5,000.00** *Naviance, ACT/SAT Prep workbooks/program*

**ESTIMATED ACTUAL**

**\$30,000.00**

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our goal for next school year is to increase our reclassification rate by at least 5%, from 25% to 30%. This year our reclassification rate is 25.09% so far; we currently have 18 students out of 268 English Learners pending who need to meet the minimum MAP score criterion, which is one of the four criteria that we use to reclassify our students. We have targeted intervention for all our middle school and high school English learner students. Students that scored level 1 and 2 overall in CELDT test take an ELD class, which is designated to support these students with their specific needs. Students with an overall level 3 CELDT test scores and those with an overall level 4 who have not met the minimum MAP test scores to be reclassified take power English class (ELA intervention) in addition to their regular English Language Art class to provide additional support. Our last year's ELA SBAC test scores show an increase of 20% on proficiency from 53% to 73%.

All English teachers have a folder in their classroom for each of their English Learners students with this year's CELDT test scores and MAP test scores, so they can better support and target each student individual needs. In these folders teachers collect work samples where they gather evidence to monitor student progress.

Additionally, Sustained Silent Reading is our reading program that all students in middle school have in their schedules for 30 minutes four times a week. We recently started using MyOn, an adaptive online reading program, where students have access to more than 7,000 books. This program gives us an array of reports with each student Lexile and their growth overtime which help us understand how to better support our students.

In elementary, teachers have designated time where they provide small group intervention to support English learners. All elementary teachers also have English learners folder where they collect data to monitor students learning goals. They also use Mindplay, MyOn and Accelerated Reading.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We budgeted \$35,000 for janitorial services, but we had to increase services during the year because we received feedback from stakeholders and we decided to hire our own staff instead of receiving services from an outside agency. We budgeted for two teachers' BTSA expenses, but we added a third teacher. In addition, we only have minor differences between Budgeted and Estimated Actual Expenditures for College Readiness because a grant became available during the year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. The most challenging part of this task is having over 400 new students. The annual update and the new goals will not be very similar because the data that we have from last year only represents about 15% of our current population. The reason we will have such difference is due to our relocation (from Costa Mesa to Santa Ana), our grade expansion (from 6-12<sup>th</sup> grade to TK-12<sup>th</sup> grades) and our enrollment expansion (from 150 to 650).

Another change is that we will use a different metric, Distance from Level 3, for our students' progress on SBAC ELA/Literacy and Mathematics in place of percent proficient. Likewise, we will use the metric "percentage of students who meet their growth targets" on MAP. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.



## Goal 2

INNOVATION: All students will become independent, innovative scholars.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

##### Priority 7:

1. Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
2. Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100%
3. Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club: 5%
4. Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100%

##### Priority 8:

5. Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80%

#### ACTUAL

##### Priority 7:

1. Percentage of the programs and services outlined in the charter petition that we provide, certain programs and services being dependent on student need and interest: 100% **(MET)**
2. Percentage of students who have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters: 100% **(MET)**
3. Percentage of students enrolled in the Charter School's grades 6-8 who take the "Advanced Math" class or club: more than 5% **(MET)**
4. Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% **(MET)**

##### Priority 8:

5. Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: more than 80% **(MET)**

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

**ACTUAL**

**Priority 7:**

We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Elective courses offered in 2016-17 include: art, computer, A+, Academic Pentathlon, Academic Decathlon, Science Olympiad, VEX Robotics, MESA Club, Drama club, Lego Robotics club.

Expenditures

**BUDGETED**

\$3,504,384.00

**ESTIMATED ACTUAL**

\$3,526,020.00

Action **2**

Actions/Services

**PLANNED**

**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 groups.

**ACTUAL**

**Priority 7:**

We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.

Expenditures

**BUDGETED**

\$9,800.00 (Ex. PLTW, fuelEd)

**ESTIMATED ACTUAL**

\$14,709

Action **3**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

**ACTUAL**

**Priority 7:**

We offer both "Advanced Math" class and club to students in grades 6-8.

Expenditures

**BUDGETED**

\$-(Ex: Any additional stipend?)?

**ESTIMATED ACTUAL**

\$850.00

Action **4**

Actions/Services

**PLANNED**

**Priority 7:**

Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

**ACTUAL**

**Priority 7:**

We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.

Expenditures

**BUDGETED**

\$- (Ex: Computer/Technology teacher salaries & benefits)

**ESTIMATED ACTUAL**

\$75,000.00?

Action

5

Actions/Services

**PLANNED**

**Priorities 7 & 8:**

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.

**ACTUAL**

**Priorities 7 & 8:**

We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well.

Expenditures

**BUDGETED**

\$- (Ex: STEAM Expo expenses, science equipment.)

**ESTIMATED ACTUAL**

\$3,400.00

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We have implemented all of the actions/services described above to achieve our INNOVATION goal. We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services have been effective as measured by progress towards our annual measurable outcomes. Currently, our graduation requirements for 12 <sup>th</sup> graders require that they take 2 years of computer class and all 9 <sup>th</sup> and 10 <sup>th</sup> grade students are taking computer classes. In addition, we increased our participating in different competitions such as: science Olympiads, academic pentathlon, academic decathlon, A+, and STEAM Expo participation. Our students earned many awards this year including: 1 <sup>st</sup> place in art, 1 <sup>st</sup> place in academic pentathlon, 1 <sup>st</sup> place in technology etc.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We did not include our teacher's salary and we made this adjustment later in the year because this was the adequate place to budget that under to help us meet priorities 7 and 8. In addition, we did purchase a lot of chromebooks but we did not budget that in here because this was due to our expansion TK-12 <sup>th</sup> grade. For example; we budgeted \$30K for online courses, but we only had to spend \$10K ... or we budgeted for \$25,000 for 100 Chromebooks, but we ended up buying 500. Other than that we only have other minor differences between Budgeted and Estimated Actual Expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Priority 3:

1. Number of School Site Council (SSC) meetings per year: 4
2. Number of English Learner Advisory Committee (ELAC) meetings per year: 4
3. Number of Parent Task Force (PTF) meetings per year: 4
4. Number of activities/events for parent involvement per year: 5
5. Frequency of SIS records updates: Daily/Weekly
6. Number of progress reports or report cards sent to parents per year: 6
7. Percentage of students who have been home-visited by the teachers per year: 25%

#### Priority 5:

8. ADA rate: 95%
9. Chronic absenteeism rate: 0%
10. Middle school dropout rate: 0%
11. High School dropout rate: 0%
12. Four-year cohort graduation rate: 100%

### ACTUAL

#### Priority 3:

1. Number of SSC meetings held this school year: 8 **(MET)**  
Current: 8 By the end of 2016-17: 8 (planned)
2. Number of ELAC meetings held this school year: 5 **(MET)**  
Current: 5 By the end of 2016-17: 6 (planned)
3. Number of PTF meetings held this school year: 8 **(MET)**  
Current: 7 By the end of 2016-17: 8 (planned)
4. Number of activities/events held for parent involvement this school year: 40+ **(MET)**  
Current: 40 By the end of 2016-17: 40+ (planned)
5. Our teachers update SIS records daily/weekly **(MET)**
6. Number of progress reports or report cards sent to parents this school year: 6 **(MET)**  
Current: 5 By the end of 2016-17: 6 (planned)
7. Percentage of students who have been home-visited by the teachers this school year: 15%  
Current: 15% By the end of 2016-17: 25% (planned)
8. ADA rate: **(MET)**  
2015-16: 95% Current: 96% By the end of 2016-17: 97% (projected)

**Priority 6:**

13. Student suspension rate: <1%

14. Student expulsion rate: <1%

15. School experience survey participation rates:

Students: 80% Families: 80% Staff: 80%

16. School experience survey average approval rates

Students: 80% Families: 80% Staff: 80%

9. Chronic absenteeism rate: **(NOT MET)**

2015-16: 5% Current: 4% By the end of 2016-17: 5% (projected)

10. Middle school dropout rate: **(MET)**

2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)

11. High school dropout rate: **(MET)**

2015-16: 0% Current: 0% By the end of 2016-17: 0% (projected)

12. Four-year cohort graduation rate: **(MET)**

2015-16: 100% By the end of 2016-17: 100% (projected)

**Priority 6:**

13. Student suspension rate: **(MET)**

2015-16: 0% Current: 0.003% By the end of 2016-17: 0% (projected)

14. Student expulsion rate: **(MET)**

2015-16: 0% Current: 0% By the end of 2016-17: 0.001% (projected)

15. School experience survey participation rates: **(NOT MET)**

Students: 90.3% (met) Families: 80.2% (met) Staff: 73.6% (did not meet)

16. School experience survey average approval rates **(NOT MET)**

Students: 69% (did not meet) Families: 90% (met) Staff: 78% (did not meet)

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

**PLANNED**

**Priority 3:**

Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

**ACTUAL**

**Priority 3:**

We hold quarterly SSC, ELAC, and PTF meetings to seek parent input in making decisions for the school.

Expenditures	<b>BUDGETED</b> \$16,100.00 <i>(Example: Parent College, and meeting food)</i>	<b>ESTIMATED ACTUAL</b> \$13,389.00
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Action **2**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>ACTUAL</b> <b>Priority 3:</b> We have hosted parent activities/events, including Student/Parent Orientation, Back to School Night, parent conferences, Parent College, Elementary Open House, Art Gallery Night, Winter Fest, Cinco de Mayo Festival, Parent Workshops, monthly Coffee with the Principals, etc.
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Expenditures	<b>BUDGETED</b> \$5,000.00	<b>ESTIMATED ACTUAL</b> \$5,000.00
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Action **3**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>ACTUAL</b> <b>Priority 3:</b> We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the parents of students who are performing below grade level.
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Expenditures	<b>BUDGETED</b> \$25,000.00 <i>(Ex: 5800-SIS fees)</i>	<b>ESTIMATED ACTUAL</b> \$14,726.00
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Action **4**

Actions/Services	<b>PLANNED</b> <b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>ACTUAL</b> <b>Priority 3:</b> Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.
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Expenditures	<b>BUDGETED</b> \$10,000.00 (Ex: Home-visit stipends)	<b>ESTIMATED ACTUAL</b> \$12,500.00
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Action **5**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> 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.	<b>ACTUAL</b> <b>Priority 5:</b> We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and socio-emotional support to address student needs.
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Expenditures	<b>BUDGETED</b> \$70,000.00 (Ex: Dean of Culture/Life Skills salary & benefits, behavior counselor?)	<b>ESTIMATED ACTUAL</b> \$75,000.00
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Action **6**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>ACTUAL</b> <b>Priority 5:</b> We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
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Expenditures	<b>BUDGETED</b> \$20,000.00 (Ex: Attendance clerk salary & benefits)	<b>ESTIMATED ACTUAL</b> \$70,000.00
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Action **7**

Actions/Services	<b>PLANNED</b> <b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>ACTUAL</b> <b>Priority 5:</b> We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
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Expenditures	<b>BUDGETED</b> \$70,000.00 (Duplicated expense: See Goal 1, Actions 10 & 12)	<b>ESTIMATED ACTUAL</b> \$80,000.00 (Duplicated expense: See Goal 1, Actions 10 & 12)
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Action **8**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	<b>ACTUAL</b> <b>Priority 6:</b> We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.
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Expenditures	<b>BUDGETED</b> \$80,000.00 (Dean of Students salary & benefits)	<b>ESTIMATED ACTUAL</b> \$80,000.00
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Action **9**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>ACTUAL</b> <b>Priority 6:</b> Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations.
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Expenditures	<b>BUDGETED</b> \$35,000.00 <i>Teacher PD on classroom management, etc.???</i>	<b>ESTIMATED ACTUAL</b> \$7,800.00
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Action **10**

Actions/Services	<b>PLANNED</b> <b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.	<b>ACTUAL</b> <b>Priority 6:</b> We have administered school experience surveys to our students, parents, and staff.
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Expenditures

**BUDGETED**

\$2,000.00 *Survey expenses*

**ESTIMATED ACTUAL**

\$416.71

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented all of the actions/services described above to achieve our CONNECTION goal. We have held monthly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

**ADA:** Daily reminded in our morning announcements about attendance goals, free dress for grade groups who meet attendance goals, free dress for entire school if students keep campus clean and meet attendance goals.

**Decrease Suspension Rate/Improve School Culture:**

*PBIS*-Girls Empowerment Class, PureGame Soccer Character Education, Edge Coaching, Wellness Program Workshops, Beyond Bullies SSR curriculum, Principal's Advisory Committee. *CoolSIS Rewards*-Ice Cream Party, Pizza Party, Free Dress, Jamba Juice, VIP Lunch with Principal, Pirate Shirts, Positive referrals (given by teachers for staying on task, for At Risk Students). Monthly Assembly Recognitions to reward good behavior, character, attendance and academics. Alternative to Suspension-Behavior reflection, Saturday reflection, parent conferences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In order to promote learning and provide a more positive learning experience for our students, MSA-SA has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. MSA-SA met with parents to discuss the progress of the 2016-17 LCAP on November 4, 2016 during our monthly Coffee with the Principal. The information was also shared with our Parent Task Force on November 15, 2016. As a result of both of these meetings, leadership determined that a meeting to explain what LCAP is and how it works regarding the funding of the school was needed. That meeting was held on November 17, 2016. During this meeting, parents were given time to review the 3 goals of our LCAP, and provide feedback regarding those goals.

As soon as the leadership team began the planning process for the 2017-18 LCAP, we planned meetings to get stakeholder input. The first meeting was held with our School Site Council on March 15, 2017. This meeting had parents, students, teacher, and administrators present, and many volunteered to sit on the LCAP committee for the 2017-18 LCAP. The LCAP Committee met on March 22, 2017 to discuss the progress on the 2016-17 LCAP, as well as determine the goals for the 2-17-18 LCAP. On April 19, 2017, the information gathered from the LCAP Committee was shared with the School Site Council. School Site Council voted to continue the LCAP committee through a review of the 2017-18 LCAP on April 25, 2017 prior to its presentation to the SSC and the Board in May.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the MSA-SA staff makes home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

MSA-Santa Ana LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing actions/services and measurable outcomes and also plan for new ones in the LCAP for the upcoming year. Some of the updates include:

- **Providing counseling and behavior support services to our students (Social Emotional Support)**
- **Increasing the safety of all students in particular during the after school program and on Saturdays.**
- **Improvements in designated/integrated English Learner services**
- **Expanding after school, Saturday school, and summer school opportunities in the STEAM fields.**
- **Strengthening existing “Advisory” programs, offering special programs to prepare students for the SAT/ACT tests, and preparing students to take more AP courses and higher PSAT scores.**
- **Investing in effective technology and teacher professional development in blended learning and differentiated instruction to enhance instruction in the classroom**
- **Expanding STEAM-based programs and activities**
- **Other input includes improving school facilities and the lunch program.**
- **Increase Growth mindset based survey results.**
- **Adopt a K-12 GRFL/Life skills curriculum.**

At the beginning of the year, leadership team presented the 2016-2017 LCAP to parents in order to familiarize them with the LCAP and goals for the year. Parents were given an opportunity to ask questions about the LCAP, as well as see the progress that the school had made toward reaching the goals in the LCAP.

During the Coffee With The Principal in November 17, 2016 meeting, parent participants were able to break down each of the goals for the 2016-2017 school year. Participants gave feedback on the progress on the goals, as well as provide ideas of how the school can improve on their progress toward meeting those goals. Participants were also able to ask any questions that they had on the LCAP, and the school's goals. This information was shared with the leadership team prior to starting to plan the 2017-2018 LCAP.

In March, leadership brought the 2016-2017 LCAP to our School Site Council (SSC) team to review the current progress, and move forward with planning the 2017-2018 LCAP. SSC was given the opportunity to review LCAP and current school assessment data in order to determine the direction SSC felt the LCAP should move in for the 2017-2018 school year. During this meeting our SSC determined that an LCAP Committee was needed in order to provide a more in depth review of the 2016-2017 LCAP. Volunteers were taken for the Committee, and voted on by our SSC. This Committee met on March 22, 2017. During this meeting, LCAP Committee team members reviewed the 2016-2017 LCAP, and were given the opportunity to provide feedback. Committee members were tasked with speaking to other stakeholders about the LCAP, and getting their feedback and ideas for the 2017-2018 LCAP. Committee members gave the feedback and ideas they received from stakeholders to the leadership team by Friday, April 7, 2017. Through this process leadership team was able to determine two overarching areas of need for the 2017-2018 LCAP, along with several other items to support the goals of the LCAP.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<b><u>Goal 1</u></b>	EXCELLENCE: All students will pursue academic excellence and be college/career ready.		

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

- Priority 1:**
- To ensure teachers are appropriately assigned and fully credentialed
  - To ensure students have sufficient access to standards-aligned instructional materials
  - To ensure school facilities are maintained in good repair
- Priority 2:**
- To ensure implementation of state board adopted academic content and performance standards for all students, including English learners
- Priority 4:**
- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
  - To ensure EL students make annual progress in learning English
  - To ensure our students are college/career ready
- Priority 8:**
- To ensure student proficiency in all courses

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 1:</b> Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%

<b>Priority 1:</b> Percentage of students who will have sufficient access to standards-aligned instructional materials	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 1:</b> Percentage of items on facility inspection checklists in compliance/good standing	2016-17 (Actual): >90%	2017-18 (Expected): >90%	2018-19 (Expected): >90%	2019-20 (Expected): >90%
<b>Priority 2:</b> Percentage of state standards implementation for all students, including English learners	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)	2015-16 (Actual):  80 Very High 57.4 points above level 3 Increased Significantly +62.4 points	2017-18 (Expected): Maintain for 2017-18 due to enrolling over 500+ new students, addition K-5 <sup>th</sup> grade and shifting significantly our demographics. We will update this entire section next year.	2018-19 (Expected): Maintain for 2018-19	2019-20 (Expected): Maintain for 2019-20
<b>Priority 4:</b> Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)	2015-16 (Actual):  80 High 2.3 points above level 3 Increased Significantly +28.4 points	2017-18 (Expected): Maintain for 2017-18 due to enrolling over 500+ new students, addition K-5 <sup>th</sup> grade and shifting significantly our demographics. We will update this entire section next year.	Maintain for 2017-18 due to enrolling over 500+ new students, addition K-5 <sup>th</sup> grade and shifting significantly our demographics. We will update this entire section next year.	Maintain for 2017-18 due to enrolling over 500+ new students, addition K-5 <sup>th</sup> grade and shifting significantly our demographics. We will update this entire section next year.
<b>Priority 4:</b> Percentage of students meeting their growth targets on the MAP Reading assessment	2016-2017 Fall to Spring (Actual): All Students: 35% English Learners: 12% Socioeconomically Disadvantaged: 30% Students with Disabilities: 8% Hispanic: 31% White: 61%  2016-17 Fall to Spring (Projected): All Students: 37% English Learners: 14% Socioeconomically Disadvantaged:	2017-18 Fall to Spring (Expected): All Students: 40% English Learners: 17% Socioeconomically Disadvantaged: 35% Students with Disabilities: 13% Hispanic: 36% White: 66%	2018-19 Fall to Spring (Expected): All Students: 45% English Learners: 22% Socioeconomically Disadvantaged: 40% Students with Disabilities: 18% Hispanic: 41% White: 71%	2019-20 Fall to Spring (Expected): All Students: 50% English Learners: 27% Socioeconomically Disadvantaged: 45% Students with Disabilities: 23% Hispanic: 46% White: 76%

	<p>32%</p> <p>Students with Disabilities: 10%</p> <p>Hispanic: 33%</p> <p>White: 63%</p>			
<p><b>Priority 4:</b> Percentage of students meeting their growth targets on the MAP Mathematics assessment</p>	<p>2016-17 Fall to Spring (Actual): All Students: 28% English Learners: 10% Socioeconomically Disadvantaged: 24%</p> <p>Students with Disabilities: 6% Hispanic: 25% White: 53%</p> <p>2016-17 Fall to Spring (Projected): All Students: 30% English Learners: 12% Socioeconomically Disadvantaged: 26%</p> <p>Students with Disabilities: 8% Hispanic: 27% White: 55%</p>	<p>2017-18 Fall to Spring (Expected): All Students: 33% English Learners: 15% Socioeconomically Disadvantaged: 29%</p> <p>Students with Disabilities: 11% Hispanic: 30% White: 58%</p>	<p>2018-19 Fall to Spring (Expected): All Students: 38% English Learners: 20% Socioeconomically Disadvantaged: 34%</p> <p>Students with Disabilities: 16% Hispanic: 35% White: 63%</p>	<p>2019-20 Fall to Spring (Expected): All Students: 43% English Learners: 25% Socioeconomically Disadvantaged: 39%</p> <p>Students with Disabilities: 21% Hispanic: 40% White: 68%</p>
<p><b>Priority 4:</b> Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements</p>	<p>2015-16 (Actual): 100% 2016-17 (Projected): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 4:</b> Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC</p>	<p>2016-17 (Actual): 55% (estimate)</p>	<p>2017-18 (Expected): 60%</p>	<p>2018-19 (Expected): 65%</p>	<p>2019-20 (Expected): 70%</p>
<p><b>Priority 4:</b> Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually</p>	<p>2015-16 (Actual): 40% 2016-17 (Projected): 25%</p>	<p>2017-18 (Expected): 30%</p>	<p>2018-19 (Expected): 33%</p>	<p>2019-20 (Expected): 35%</p>
<p><b>Priority 4:</b> Percentage of graduating</p>	<p>2015-16 (Actual): 27% 2016-17 Projected: 45%</p>	<p>2017-18 (Expected): 50%</p>	<p>2018-19 (Expected): 55%</p>	<p>2019-20 (Expected): 60%</p>



seniors who have passed an AP exam with a score of 3 or higher				
<b>Priority 4:</b> Percentage of students in grades 8-11 who will participate in the PSAT test	2016-17 (Actual): 90%	2017-18 (Expected): >90%	2018-19 (Expected): >90%	2019-20 (Expected): >90%
<b>Priority 4:</b> Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	2016-17 (Actual): 40%	2017-18 (Expected): 45%	2018-19 (Expected): 50%	2019-20 (Expected): 55%
<b>Priority 4:</b> Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	2015-16 (Actual): 55% 2016-17 (Projected): 60%	2017-18 (Expected): 65%	2018-19 (Expected): 70%	2019-20 (Expected): 75%
<b>Priority 8:</b> Percentage of students who have received a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	2015-16 (Actual): 80% 2016-17 (Projected): 82%	2017-18 (Expected): 85%	2018-19 (Expected): 88%	2019-20 (Expected): 90%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.	<b>Priority 1:</b> Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,000.00	Amount: \$15,000.00	Amount: \$15,000.00
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference

5863

Budget Reference

5863

Budget Reference

5863

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide OR  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

New  Modified  Unchanged

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

#### 2018-19

New  Modified  Unchanged

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

#### 2019-20

New  Modified  Unchanged

**Priority 1:**

Charter School will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. Charter School will annually review budget and plan to ensure adequate budget for instructional materials.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$90,000.00

Source LCFF

#### 2018-19

Amount \$50,000.00

Source LCFF

#### 2019-20

Amount \$40,000.00

Source LCFF

Budget  
Reference

4100-4200-43-4400

Budget  
Reference

4100-4200-43-4400

Budget  
Reference

4100-4200-43-4400

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.	<b>Priority 1:</b> Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$135,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5500 Janitorial Services, 5600 Maintenance, custodian salary & benefits	<b>Amount</b> \$135,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5500 Janitorial Services, 5600 Maintenance, custodian salary & benefits	<b>Amount</b> \$135,000.00 <b>Source</b> LCFF <b>Budget Reference</b> 5500 Janitorial Services, 5600 Maintenance, custodian salary & benefits

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)	<b>Priority 2:</b> Charter School will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$15,000.00	<b>Amount</b> \$15,000.00	<b>Amount</b> \$15,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> 5800 Professional Development on CCSS and NGSS	<b>Budget Reference</b> 5800 Professional Development on CCSS and NGSS	<b>Budget Reference</b> 5800 Professional Development on CCSS and NGSS

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 7:</b> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	<b>Priorities 2, 4, &amp; 7:</b> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.	<b>Priorities 2, 4, &amp; 7:</b> Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the ELD standards, and monitor student progress in program implementation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$80,000.00	Amount: \$85,000.00	Amount: \$90,000.00
Source: Title III	Source: Title III	Source: Title III
Budget Reference: ELD Coordinator	Budget Reference: ELD Coordinator	Budget Reference: ELD Coordinator

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 2, 4, &amp; 7:</b> Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.</p>	<p><b>Priorities 2, 4, &amp; 7:</b> Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.</p>	<p><b>Priorities 2, 4, &amp; 7:</b> Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Charter School will ensure that teachers participate in professional development on ELD.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000.00	Amount: \$10,000.00	Amount: \$10,000.00
Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.	Source: LCFF Supp./Conc.
Budget Reference: Staff ELD PD	Budget Reference: Staff ELD PD	Budget Reference: Staff ELD PD



Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> During the day, Charter School will provide additional supports and interventions to all students, including ELs.	<b>Priorities 2, 4, &amp; 8:</b> During the day, Charter School will provide additional supports and interventions to all students, including ELs.	<b>Priorities 2, 4, &amp; 8:</b> During the day, Charter School will provide additional supports and interventions to all students, including ELs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$150,000.00	<b>Amount</b> \$150,000.00	<b>Amount</b> \$150,000.00
<b>Source</b> Title I funds	<b>Source</b> Title I funds	<b>Source</b> Title I funds
<b>Budget Reference</b> Power English and Power Math teacher salaries.	<b>Budget Reference</b> Power English and Power Math teacher salaries.	<b>Budget Reference</b> Power English and Power Math teacher salaries.

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	<b>Priorities 2, 4, &amp; 8:</b> Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$60,000.00	Amount: \$62,000.00	Amount: \$64,000.00
Source: Title I funds	Source: Title I funds	Source: Title I funds
Budget Reference: After School and Saturday ELA/math tutoring.	Budget Reference: After School and Saturday ELA/math tutoring.	Budget Reference: After School and Saturday ELA/math tutoring.

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priorities 2, 4, &amp; 8:</b> 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.	<b>Priorities 2, 4, &amp; 8:</b> 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.	<b>Priorities 2, 4, &amp; 8:</b> 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$115,000.00 <b>Source</b> Title I funds <b>Budget Reference</b> Dean of Academics benefits and salary, Title I coordinator, illuminate, reading specialist/ELD Coordinator	<b>Amount</b> \$120,000.00 <b>Source</b> Title I funds <b>Budget Reference</b> Dean of Academics benefits and salary, Title I coordinator, illuminate, reading specialist/ELD	<b>Amount</b> \$125,000.00 <b>Source</b> Title I funds <b>Budget Reference</b> Dean of Academics benefits and salary, Title I coordinator, illuminate, reading specialist/ELD Coordinator



Coordinator



Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$80,000.00	<b>Amount</b> \$82,000.00	<b>Amount</b> \$84,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> College Counselor Salary & Benefits	<b>Budget Reference</b> College Counselor Salary & Benefits	<b>Budget Reference</b> College Counselor Salary & Benefits

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	<b>Priority 4:</b> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	<b>Priority 4:</b> Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$20,000.00	<b>Amount</b> \$22,000.00	<b>Amount</b> \$24,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> AP teacher add-on salaries, AP workshops, test fees.	<b>Budget Reference</b> AP teacher add-on salaries, AP workshops, test fees.	<b>Budget Reference</b> AP teacher add-on salaries, AP workshops, test fees.

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 4:</b> 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.	<b>Priority 4:</b> 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.	<b>Priority 4:</b> 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$15,000.00 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> Naviance, ACT/SAT Prep workbooks/program, teacher salary for Advisory	<b>Amount</b> \$15,000.00 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> Naviance, ACT/SAT Prep workbooks/program, teacher salary for Advisory	<b>Amount</b> \$15,000.00 <b>Source</b> LCFF Supp./Conc. <b>Budget Reference</b> Naviance, ACT/SAT Prep workbooks/program, teacher salary for Advisory

New

Modified

Unchanged

## Goal 2

INNOVATION: All students will become independent, innovative scholars.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 7:**

- To increase student access to a broad course of study
- To offer innovative courses and programs

#### **Priority 8:**

- To ensure student participation and achievement in innovative courses and programs

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 7:</b> Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 7:</b> Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters	2016-17 (Actual): 100%	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%



<p><b>Priority 7:</b> Percentage of students enrolled in the Charter School's grades 6-8 who will take the "Advanced Math" class or club</p>	<p>2016-17 (Actual): 3%</p>	<p>2017-18 (Expected): 5%</p>	<p>2018-19 (Expected): 8%</p>	<p>2019-20 (Expected): 10%</p>
<p><b>Priority 7:</b> Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study</p>	<p>2016-17 (Actual): 100%</p>	<p>2017-18 (Expected): 100%</p>	<p>2018-19 (Expected): 100%</p>	<p>2019-20 (Expected): 100%</p>
<p><b>Priority 8:</b> Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo</p>	<p>2016-17 (Actual): 80%</p>	<p>2017-18 (Expected): 80%</p>	<p>2018-19 (Expected): 85%</p>	<p>2019-20 (Expected): 90%</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	<b>Priority 7:</b> Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <span style="border: 1px solid black; padding: 2px;">\$4,000,000.00</span>	Amount <span style="border: 1px solid black; padding: 2px;">\$4,100,000.00</span>	Amount <span style="border: 1px solid black; padding: 2px;">\$4,200,000.00</span>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	All staff salaries and benefits since this action covers all courses.	Budget Reference	All staff salaries and benefits since this action covers all courses.	Budget Reference	All staff salaries and benefits since this action covers all courses.

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	<b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.	<b>Priority 7:</b> Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,000.00	Amount: \$10,000.00	Amount: \$12,000.00
Source: LCFF	Source: LCFF	Source: LCFF

Budget  
Reference

PLTW, FuedEd

Budget  
Reference

PLTW, FuedEd

Budget  
Reference

PLTW, FuedEd

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	<b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	<b>Priority 7:</b> Charter School will offer an "Advanced Math" class or club to students in grades 6-8.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$10,000.00	<b>Amount</b> \$10,000.00	<b>Amount</b> \$10,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> Additional Stipend	<b>Budget Reference</b> Additional Stipend	<b>Budget Reference</b> Additional Stipend

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.	<b>Priority 7:</b> Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$85,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Computer/technology teacher salaries & benefits)	<b>Amount</b> \$95,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Computer/technology teacher salaries & benefits)	<b>Amount</b> \$100,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Computer/technology teacher salaries & benefits)

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p><b>Priorities 7 &amp; 8:</b> 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><b>Priorities 7 &amp; 8:</b> 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><b>Priorities 7 &amp; 8:</b> 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>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b> \$7,000.00</p> <p><b>Source</b> LCFF</p> <p><b>Budget Reference</b> STEAM Expo Expenses, science equipment</p>	<p><b>Amount</b> \$8,000.00</p> <p><b>Source</b> LCFF</p> <p><b>Budget Reference</b> STEAM Expo Expenses, science equipment</p>	<p><b>Amount</b> \$9,000.00</p> <p><b>Source</b> LCFF</p> <p><b>Budget Reference</b> STEAM Expo Expenses, science equipment</p>

New Modified Unchanged

## Goal 3

CONNECTION: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

#### **Priority 3:**

- To seek parent input in making decisions for the Charter School
- To promote parental participation in programs

#### **Priority 5:**

- To increase student attendance
- To avoid chronic absenteeism
- To avoid middle school dropout
- To avoid high school dropout
- To increase high school graduation rate

#### **Priority 6:**

- To avoid student suspension
- To avoid student expulsion
- To increase the sense of safety and school connectedness

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3:</b> Number of SSC meetings per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Number of ELAC meetings per year	Current: 6 By the end of 2016-17: 8 (Planned)	2017-18 (Expected): 4	2018-19 (Expected): 4	2019-20 (Expected): 4
<b>Priority 3:</b> Number of PTF meetings per year	Current: 3 By the end of 2016-17: 5 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b>	Current: 4	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):



Number of activities/events for parent involvement per year	By the end of 2016-17: 5 (Planned)	5	5	5
<b>Priority 3:</b> Frequency of SIS record updates	2016-17 (Actual): Daily/Weekly	2017-18 (Expected): Daily/Weekly	2018-19 (Expected): Daily/Weekly	2019-20 (Expected): Daily/Weekly
<b>Priority 3:</b> Number of progress reports or report cards sent to parents per year	Current: 5 By the end of 2016-17: 6 (Planned)	2017-18 (Expected): 6	2018-19 (Expected): 6	2019-20 (Expected): 6
<b>Priority 3:</b> Percentage of students who have been home-visited by the teachers per year	Current: 13% By the end of 2016-17: 25% (Planned)	2017-18 (Expected): 25%	2018-19 (Expected): 25%	2019-20 (Expected): 25%
<b>Priority 5:</b> ADA rate	2015-16 (Actual): 95% Current: 96% By the end of 2016-17: 96% (Projected)	2017-18 (Expected): 96%	2018-19 (Expected): 96%	2019-20 (Expected): 96%
<b>Priority 5:</b> Chronic absenteeism rate	2015-16 (Actual): 5% Current: 4% By the end of 2016-17: 5% (Projected)	2017-18 (Expected): <1%	2018-19 (Expected): <1%	2019-20 (Expected): <1%
<b>Priority 5:</b> Middle school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 5:</b> High school dropout rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%
<b>Priority 5:</b> Four-year cohort graduation rate	2015-16 (Actual): 98% By the end of 2016-17: 100% (Projected)	2017-18 (Expected): 100%	2018-19 (Expected): 100%	2019-20 (Expected): 100%
<b>Priority 6:</b> Student suspension rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0% (Projected)	2017-18 (Expected): <1%	2018-19 (Expected): <1%	2019-20 (Expected): <1%
<b>Priority 6:</b> Student expulsion rate	2015-16 (Actual): 0% Current: 0% By the end of 2016-17: 0%	2017-18 (Expected): 0%	2018-19 (Expected): 0%	2019-20 (Expected): 0%

	(Projected)			
<b>Priority 6:</b> School experience survey participation rates	2016-17 (Actual): Students: 90.3% Families: 80.2% Staff: 73.6%	2017-18 (Expected): Students: 90% Families: 85% Staff: 90%	2018-19 (Expected): Students: 95% Families: 85% Staff: 95%	2019-20 (Expected): Students: 100% Families: 85% Staff: 100%
<b>Priority 6:</b> School experience survey average approval rates	2016-17 (Actual): Students: 65% Families: 90% Staff: 79% 	2017-18 (Expected): Students: 75% Families: 90% Staff: 80%	2017-18 (Expected): Students: 75% Families: 90% Staff: 80%	2017-18 (Expected): Students: 75% Families: 90% Staff: 80%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.	<b>Priority 3:</b> Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$1,000.00	<b>Amount</b> \$1,000.00	<b>Amount</b> \$1,000.00
<b>Source</b> Title 1 Funds	<b>Source</b> Title 1 Funds	<b>Source</b> Title 1 Funds
<b>Budget Reference</b> Food and materials	<b>Budget Reference</b> Food and materials	<b>Budget Reference</b> Food and materials

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.	<b>Priority 3:</b> Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000.00	Amount: \$15,000.00	Amount: \$15,000.00
Source: Title I funds	Source: Title I funds	Source: Title I funds
Budget Reference: Parent engagement	Budget Reference: Parent engagement	Budget Reference: Parent engagement

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.	<b>Priority 3:</b> Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Charter School will communicate further with the parents of students who are performing below grade level.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000.00	Amount: \$16,000.00	Amount: \$17,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 5800 SIS, school reach	Budget Reference: 5800 SIS, school reach	Budget Reference: 5800 SIS, school reach

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	<b>Priority 3:</b> Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$15,000.00 <b>Source</b> Title I funds <b>Budget Reference</b> Home Visit stipends	<b>Amount</b> \$15,000.00 <b>Source</b> Title I funds <b>Budget Reference</b> Home Visit stipends	<b>Amount</b> \$15,000.00 <b>Source</b> Title I funds <b>Budget Reference</b> Home Visit stipends

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> 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.	<b>Priority 5:</b> 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.	<b>Priority 5:</b> 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$120,000.00	Amount: \$120,000.00	Amount: \$120,000.00
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Life skills/growth mindset, EDGE coaching, School Psychologist.	Budget Reference: Life skills/growth mindset, EDGE coaching, School Psychologist.	Budget Reference: Life skills/growth mindset, EDGE coaching, School Psychologist.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	<b>Priority 5:</b> Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$35,000.00 Source: LCFF Budget Reference: Attendance clerk salary & benefits	Amount: \$35,000.00 Source: LCFF Budget Reference: Attendance clerk salary & benefits	Amount: \$35,000.00 Source: LCFF Budget Reference: Attendance clerk salary & benefits



Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	<b>Priority 5:</b> Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$75,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Duplicated expense: See Goal 1, Action 10 & 12	<b>Amount</b> \$75,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Duplicated expense: See Goal 1, Action 10 & 12	<b>Amount</b> \$75,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Duplicated expense: See Goal 1, Action 10 & 12

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	<b>Priority 6:</b> Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$85,000.00	<b>Amount</b> \$85,000.00	<b>Amount</b> \$85,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> Dean of Students salary & benefits	<b>Budget Reference</b> Dean of Students salary & benefits	<b>Budget Reference</b> Dean of Students salary & benefits

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	<b>Priority 6:</b> Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$80,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Teacher PD on classroom management, TIPS training, EDGE coaching, growth mindset training etc.	<b>Amount</b> \$80,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Teacher PD on classroom management, TIPS training, EDGE coaching, growth mindset training	<b>Amount</b> \$80,000.00 <b>Source</b> LCFF <b>Budget Reference</b> Teacher PD on classroom management, TIPS training, EDGE coaching, growth mindset training etc.

[Redacted]

etc.

[Redacted]

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.	<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.	<b>Priority 6:</b> Charter School will annually administer school experience surveys to students, parents, and staff.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$2,000.00	<b>Amount</b> \$2,000.00	<b>Amount</b> \$2,000.00
<b>Source</b> LCFF	<b>Source</b> LCFF	<b>Source</b> LCFF
<b>Budget Reference</b> Survey expenses	<b>Budget Reference</b> Survey expenses	<b>Budget Reference</b> Survey expenses

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 983,827

Percentage to Increase or Improve Services:

15.67%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

- ♣ MSA-Santa Ana will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA-Santa Ana will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- ♣ MSA-Santa Ana teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. MSA-Santa Ana will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. MSA-Santa Ana will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. MSA-Santa Ana will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ♣ ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minute session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- ♣ During the day, MSA-Santa Ana will provide additional supports and interventions to all students, including ELs. MSA-Santa Ana will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. MSA-Santa Ana strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- ♣ MSA-Santa Ana will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. MSA-Santa Ana will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and

other areas that will benefit all our students, including our unduplicated students.

- ♣ Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- ♣ Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-Santa Ana uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- ♣ MSA-Santa Ana staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. MSA-Santa Ana will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA-Santa Ana will ensure that staffs participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*



For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.



## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?