

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

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Santa Ana	Varol Gurler, Principal	vgurler@magnoliapublicschools.org (714) 479-0115

2017-20 Plan Summary

The Story

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

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational and financial stability

Magnolia Science Academy Santa Ana (MSA-SA)

Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with

a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In 2017-18 academic year, Magnolia Science Academy-Santa continued its second school year in our new campus at 2840 West 1st Street, Santa Ana. Our school increased enrollment from 635 students in 2016-17 to 730 students (95 new students enrolled) in Grades TK-12th. 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, in process for 2017-18 includes a regulation size gym, playgrounds and an outside cafeteria to serve several functions. The construction project is scheduled to be complete by August 2018 and is ahead of schedule. 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 with state of the art technology. We are currently in the second year of implementation of Project Lead The Way programs (PLTW) for elementary grades and first year for Middle School. The PLTW Gateway computer-program was added to middle school for the 2017-18 school year.

The Western Association Schools and Colleges (WASC) visited our school in March 2018 and the MSA-SA stakeholders worked together to ensure that our Action Plan aligned with our LCAP goals and highlights. In May 2018, the ACS WASC Commissioners notified Magnolia Science Academy-Santa Ana (TK - 12) that the ACS WASC had recommended the school accreditation through June 30, 2024.

LCAP Highlights

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

MSA-SA has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups. Our Pillars: **Excellence, Innovation and Connection (EIC)** guide our action plan. MSA-SA wants to continue to work towards promoting and developing academic excellence, for all of our students. 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.

MSA-SA LCAP committee has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones.

Some of the highlights include:

- Parents' appreciation to 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
- School Site Council (SSC) involvement and engagement in the LCAP and school decisions

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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

According to the fall 2017 California accountability dashboard data, we continue to have a very low suspension rate and 100% graduation rate as part of our Positive Behavior Interventions and Supports (PBIS). In 2017-18 we implemented a character education program called Character Counts! Teachers utilize this content to teach students the six pillars of the program, which are trustworthiness, respect, responsibility, caring, fairness, and citizenship. We have also adapted a variety of alternatives to suspension. For example, Saturday School has changed from being punitive to a more restorative practice model. Students are required to attend Saturday school and they reflect on their actions, are taught new skills, and practice their new skills. Additionally, during the second half of the day students help the community in the food drive. During the exit interview, Principal/Dean meet with students, students reflecting on how their behavior impacts our school. This is only one example of how restorative practices are being applied in our Tier II discipline model. Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our School Site Council, Parent Task Force, and English Learner Advisory Committee (ELAC) and after school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g UC Berkeley, UCI, Cornell, USC, CSUF etc.). The ELAC committee discusses English Learner academic programs and progress. The PTF are instrumental in fundraising and providing celebrations and events that are inclusive of the diverse cultures of the student body. 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. The 2017-18 year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students. With the growth in enrollment and expansion, we have been making some adjustments, however, we were able to replicate a lot of the programs that have successfully supported our students throughout the years.

We continued to use internal data to measure growth throughout the year (NWEA MAPs, SBAC IABs and ICAs). The effectiveness of intervention programs during school and afterschool has increased this year. Our Deans of Academics and RTI Coordinator work diligently to update and analyze student performance with MAP, IAB, ICA, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama Ed. allows for an open dialog among all stakeholders so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

According to the state CAASSP data that reflects our student growth in the change over time data distribution of students meeting and exceeding standards in English Language Arts Literacy from 2015 through the 2017 academic school years in grades third through eighth as shown in the table below:

[English Language Arts Literacy Achievement Level Descriptors](#)

▼ All Students (accessible data)

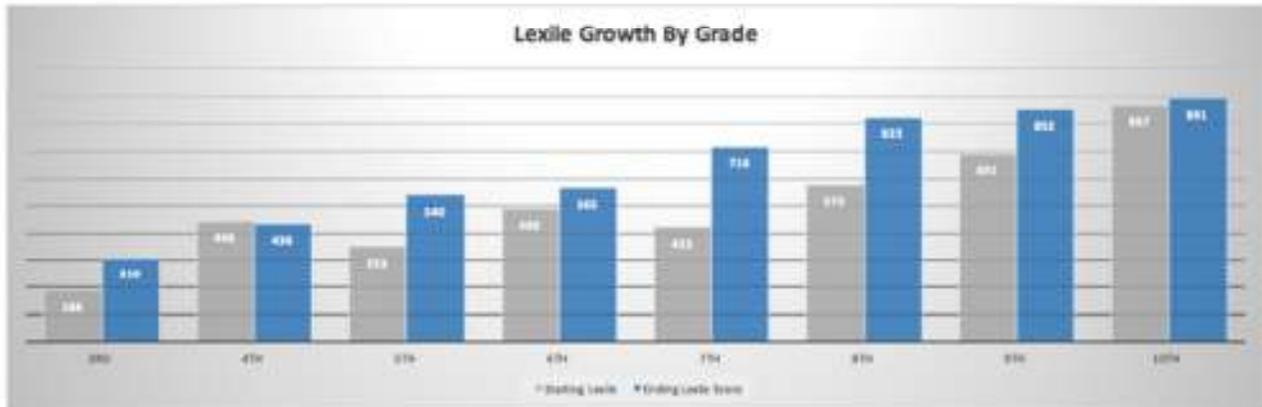
Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	53	55	48	64	83	47	*	381
# of Students Tested	53	55	47	59	83	43	*	350
# of Students With Scores	53	55	47	59	83	43	*	350
Mean Scale Score	2407.4	2408.3	2476.7	2470.0	2550.8	2624.1	*	N/A
Standard Exceeded: Level 4	18.87 %	7.27 %	17.02 %	3.39 %	13.25 %	27.91 %	*	14.57 %
Standard Met: Level 3	16.98 %	25.45 %	31.91 %	33.90 %	38.55 %	51.16 %	*	32.57 %
Standard Nearly Met: Level 2	22.64 %	7.27 %	10.64 %	16.95 %	22.89 %	9.30 %	*	16.00 %
Standard Not Met: Level 1	41.51 %	60.00 %	40.43 %	45.76 %	25.30 %	11.63 %	*	36.86 %

The Western Association Schools and Colleges (WASC) visited our school in March 2018 and the MSA SA stakeholders worked together to ensure that our Action Plan aligned with our LCAP goals and highlights. In May 2018, the ACS WASC Commissioners notified Magnolia Science Academy-Santa Ana (TK - 12) that the ACS WASC had recommended the school accreditation through June 30, 2024.

Reading Lexile Increased in all grade levels (except for 4th grade). We adopted a reading program this year, MyOn that is used in elementary classrooms, during Sustained Silent Reading (SSR) in Middle School, and during Advisory for grades 9-10th.

Grade	Starting Lexile	Ending Lexile Score	Lexile Growth
3rd	188	310	122
4th	446	436	-10
5th	353	540	187
6th	490	565	75
7th	423	716	293
8th	575	823	248
9th	691	852	161
10th	867	891	24



According to our 2016-17 Dashboard data, the English Learner Progress shows that 73.5% of our English Learners made progress in 2017. In 2016-17, MPS adopted its EL Program Curriculum in the 2016-2017 school year and follows the guidelines outlined in the EL Master Plan. (see below)

According to our 2016-17 Dashboard data, the HS (11th Grade) students are improving in math and are getting closer to Level 3 (-18.8 pts away in comparison to -47.5 points in 2015-16). This state measure supports our commitment to dual enrollment. 92% of our current seniors have successfully passed a College Academic Course with a B or better. (see below)

State Indicators

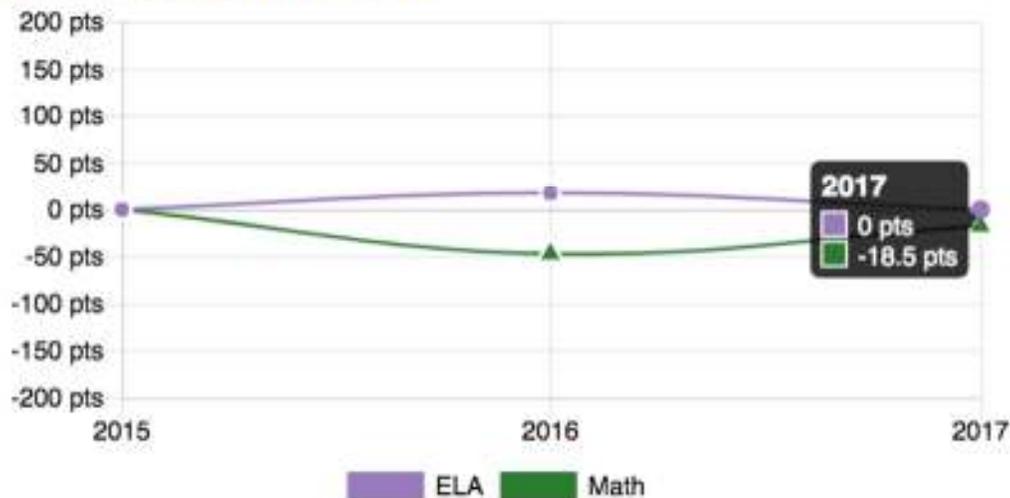
English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3



In addition to improvements in our academic areas, we've had some positive media coverage in the community, which connects to our mission & vision ("Contribute to the global community, as socially responsible and educated members of society"). Our students were featured in KTLA (Channel 5)-Featured 4 times "Bad Behavior, Good Deeds" and our Cyberpatriot Security High School Team was also featured in a Spanish news channel, Univision (Channel 34)-Cyber Patriot HS Team

Our school continues to stay true to our mission to prepare our students for higher education, as such, we are proud to report that we will have another year of 100% graduation rate & 100% college pathway with 13 students: ten students got accepted by the 4-Year University, two students from Junior College and 1 student join the military.

College/Career Indicator



For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Lastly, we had our annual panorama survey results (student, parents, and staff). Some of the areas of great progress include our decision to have two separate Dean of Academics; one for secondary and another for primary, which helped. Late in the year, we added a second Dean of Students position to help increase support from leadership and to address most of the increasing follow ups with student discipline, especially repeat offenders, revamping our safety and school procedures to ensure we all speak a common language and have similar expectations of behavior. Additionally, we've added a campus safety to ensure that our students are safe and that someone monitors the hallways consistently. The admin team has now adopted and shared Google Drive for staff to add concerns, as well as suggestions, to current problems of all kinds (including academic, disciplinary, or workplace issues or concerns).

Here is a summary of what our stakeholders "like the most about our school

"WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? (2017-18 Panorama Survey Results).

Students: Students in Elementary like their teachers and all the STEAM related activities that take place in their school. Students in Secondary also like their teachers and their college counselor, Mrs.

Hulya. The student enjoys their AP classes and PE! Additionally, students in secondary like having small class size, the friends that they've made and the pizza hut they get for lunch once a month!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the "family feel" environment, the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school aged students in once location.

Staff: The staff enjoys working with each other and really enjoys their colleagues. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

The pattern that we see all across is that our teachers and staff are highly regarded and make our students; family and team feel like a "family." We are very proud to see that our teachers are regarded as highly effective and appreciated by stakeholders because we know that effective teachers/staff make a school an effective one too. In order to maintain this high regard for teachers, we want to ensure that our teachers are supported and that we continue to hire "ideal team players." We will maintain our environment of collaboration by continuing to intentionally provide time for our teachers to work together and to have a voice in the decision making process.

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

Based on our change of color from Blue to Orange in English Language Arts and Math our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area specifically for third through eighth grade students. Intervention groups were formed at the beginning of the year by using the SBAC Spring 2017 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. In the winter, we administered the state-testing tool Interim Comprehensive Assessment, which we used to inform the effectiveness of our initial focus area groups and we used to make, adjustments to provide targeted intervention to any student needed remediation. Our final MAP assessment will be administered in June, to measure growth.

Such targeted interventions groups include Study Skills (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses and additional supports for English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall Map Data as well as the ICA in mid winter for students in grades 3-5 and students in TK-2 utilize multiple measures of foundational skills to group students and provide targeted intervention in skill based intervention groups. We grouped our ELA and Math interventions in the afternoon and after school focusing on our Tier II students, students at the CAASPP standards nearly met and not met as well as our Tier III students who are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment and progress. Although we maintain a very low suspension

rate (0.9%), our Dashboard data displays an increase (0.9%) in suspension in grades nine through twelve for our socioeconomically disadvantaged and Hispanic students.

According to the state CAASSP data that reflects our greatest needs in the change over time data distribution of students meeting and exceeding standards in Mathematics from 2015 through the 2017 academic school years in grades third through eighth and eleventh, as shown in the table below:

Mathematics Achievement Level Descriptors

▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	53	55	48	64	83	47	11	361
# of Students Tested	53	55	47	64	83	47	11	360
# of Students With Scores	53	55	47	64	83	47	11	360
Mean Scale Score	2427.1	2443.4	2466.2	2490.0	2503.4	2583.6	2609.5	N/A
Standard Exceeded: Level 4	9.43 %	9.09 %	4.26 %	10.94 %	9.64 %	31.91 %	27.27 %	12.50 %
Standard Met: Level 3	30.19 %	20.00 %	12.77 %	18.75 %	19.28 %	19.15 %	18.18 %	20.00 %
Standard Nearly Met: Level 2	39.62 %	38.18 %	42.55 %	28.13 %	31.33 %	17.02 %	18.18 %	32.22 %
Standard Not Met: Level 1	20.75 %	32.73 %	40.43 %	42.19 %	39.76 %	31.91 %	36.36 %	35.28 %

As we grow in the Santa Ana community (this year we added over 100 students), we will continue to provide social emotional support for our students. This year we have partnered with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for our Little's. Our goal is for these partnerships, along with the Character Counts! Curriculum and PBIS will help decrease the suspension rates for socioeconomically disadvantaged and Hispanic students. Currently, our Foster and Homeless liaison continues to partner with the community resources to help provide aid and resources to our "at risk" populations (e.g. school supplies, food drive, clothes, mental health free community services, health fair etc.) We have also partnered with the Community Referral Network so that families can have access to many free or low cost services from agencies within the community.(e.g. school supplies, food drive, clothes, mental health free community services, legal aid, immigration and health fair etc.)

Additionally, we conducted our annual panorama surveys and reflected on what our stakeholders believe is our greatest areas of need.

Here is a summary of our stakeholders survey results:

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?

Students: The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name calling/bad words happening in

school. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage and having multiple Spanish teachers this year.

Families: Our families feel that our school can improve its structures and systems to make our school more efficient. More specifically, our parents have concerns about our limited parking space and the drop off/pick up system in place. Additionally, our families indicated that they do not feel that we have enough supervision and safety is a concern for them. Our parents agree with students that there needs to be a playground and additional programs to engage students in the Arts (music/art). Lastly, families are not satisfied with the enforcement of our rules and discipline and have concerns with the turnover of some staff.

Staff: Our staff indicated that they need additional support and training in the areas of SpEd and full inclusion, due to our high % of SpEd students (with HIGH needs). Additionally, our staff indicated that student discipline isn't consistently being enforced and that the number of student behavior issues hasn't decreased. Staff also voiced their concerns for their working hours, staff feels that their working hours should be more flexible and reflect their schedule more instead of being the same for all teachers.

The common area of concerned that was mentioned by all stakeholders was regarding the student behaviors. The students do not feel safe in the hallways due to overcrowding. Staff doesn't feel like the rules are being followed, and parents feel that we need to enforce our rules. The school has moved to add a second dean of students' position and a secondary campus safety to better monitor the hallways and supervise student behaviors. The additional dean of students will ensure that the students are provided with PBIS and MTSS levels of support and that consequences are served. Additionally, the rules and expectations are re-evaluated and adjusted as needed to ensure that all stakeholders understand the school rules and follow them.

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.

Increased or Improved services

- / MSA-Santa Ana provided resources for increased efforts to low income families including Parent College, Parent training, home visits and other parent involvement meetings
- / MSA-Santa Ana EL students receive in-class instructional support which includes 30 minutes of Designated ELD instruction, one-on-one teacher support; small group instruction; the integration of the specific GLAD and SDAIE ELD instructional strategies and the implementation of CHATS framework in daily classroom instruction across the curriculum and extended day instruction as needed. The annual summative English Language Proficiency Assessment in California (ELPAC) will measure students' growth. Students new to the state and/or country will be given an initial assessment in the English Language Proficiency Assessment in California (ELPAC) within 30 days of enrollment to the school.
- / The classroom teacher for each ELL student maintains ELD portfolios with up to date work samples, assessments and progress.
- / Yearly reclassification of ELL students are based on the following criteria: passing grade on ELPAC Summative Assessment, passing grade in English Language Arts on the NWEA MAP district common assessment and/or a Level 2 Score on the annual Smarter Balanced Assessment (SBAC) and teacher approval as outlined in the EL Master Plan. Reclassified

students are identified and followed for a two year period to provide additional support if needed.

- / MSA-Santa Ana utilizes the state English Language Proficiency Indicator (ELPI) and Ever-EL data to track reclassification rates and use as a goal setting measure for the English Language Learner population.
- / MSA-Santa Ana identified two important subgroups Long Term English Language Learners (LTEL) and Newcomers (students in the U.S. under 12 months) and provide additional support to those students as outlined in the English Learner Master Plan. One additional semester of Power English for LTEL students and specific classroom support for students new to the country or state who have been identified as English Learners.
- / MSA-Santa Ana provided additional professional development to increase teachers' implementation of designated and integrated ELD instruction in monthly professional developments.
- / MSA-Santa Ana provided 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

\$9,180,541

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$7,458,020

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.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 7,885,374

Annual Update

LCAP Year Reviewed: 2017–18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

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

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

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

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

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

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

Percentage of state standards implementation for all students: 100%

Percentage of state standards implementation for all students: 100%

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

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-ELA/Literacy assessments and projected increase in 2017-18.

Expected

2018-19 Expected:

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

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

Actual

2016-17 (Baseline):

All Students:	47%
English Learners:	3%
Socioeconomically Disadvantaged:	44%
Students with Disabilities:	7%
Homeless:	50%
African American:	NA%
Hispanic:	43%
White:	74%

2018-19 (Projected):

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

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-ELA/Literacy assessments and projected change in 2017-18.

Expected

Actual

2017-18 Expected:

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

2016-17 (Baseline):

All Students:	20 points below level 3
English Learners:	46.2 points below level 3
Socioeconomically Disadvantaged:	29 points below level 3
Students with Disabilities:	102.5 points below level 3
Homeless:	51 points below level 3
African American:	NA points below level 3
Hispanic:	30.7 points below level 3
White:	52.2 points below level 3

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

2017-18 (Projected):

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

Expected

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

2017-18 Expected:

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

Actual

2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Reading assessment and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	33%
English Learners:	40%
Socioeconomically Disadvantaged:	29%
Students with Disabilities:	8%
Homeless:	NA
African American:	NA
Hispanic:	20%
White:	61%

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

2017-18 (Projected):

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

Expected

Actual

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Disadvantaged:	the prior year
Students with Disabilities:	2 percentage points up from the prior year
Homeless:	2 percentage points up from the prior year
African American:	2 percentage points up from the prior year
Hispanic:	2 percentage points up from the prior year
White:	2 percentage points up from the prior year

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

2017-18 Expected:

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

2017-18 SBAC data is not available at this time. The following tables show 2016-17 proficiency rates of our student groups on the CAASPP-Mathematics assessments and projected increase in 2017-18.

2016-17 (Baseline):

All Students:	33%
English Learners:	5%
Socioeconomically Disadvantaged:	30%
Students with Disabilities:	7%
Homeless:	50%
African American:	NA%
Hispanic:	28%
White:	74%

Expected

	the prior year
White:	5 percentage points up from the prior year

Actual

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

2017-18 (Projected):

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

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

2017-18 Expected:

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

2017-18 SBAC data is not available at this time. The following tables show 2016-17 data of our student groups for the Average Distance from Level 3 on the CAASPP-Mathematics assessments and projected change in 2017-18.

2016-17 (Baseline):

All Students:	41.3 points below level 3
English Learners:	59.9 points below level 3
Socioeconomically Disadvantaged:	47.7 points below level 3

Expected

African American:	NA points up from the prior year
Hispanic:	3 points up from the prior year
White:	3 points up from the prior year

Actual

Students with Disabilities:	124.2 points below level 3
Homeless:	67.9 points below level 3
African American:	NA points below level 3
Hispanic:	50.3 points below level 3
White:	31.1 points below level 3

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

2017-18 (Projected):

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

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

2017-18 Expected:

All Students:	2 percentage points up from the prior year
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2017-18 Fall to Spring MAP growth data is not available at this time. The following tables show 2016-17 data of our student groups on the MAP-Mathematics assessment and projected increase in 2017-18.

2016-17 (Baseline):

Expected

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

Actual

All Students:	31%
English Learners:	17%
Socioeconomically Disadvantaged:	26%
Students with Disabilities:	7%
Homeless:	NA
African American:	NA
Hispanic:	22%
White:	55%

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

2017-18 (Projected):

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

Expected

Actual

	<table border="1"> <tr> <td data-bbox="1056 220 1528 272"></td> <td data-bbox="1528 220 2003 272">the prior year</td> </tr> <tr> <td data-bbox="1056 272 1528 360">White:</td> <td data-bbox="1528 272 2003 360">2 percentage points up from the prior year</td> </tr> </table>		the prior year	White:	2 percentage points up from the prior year		
	the prior year						
White:	2 percentage points up from the prior year						
<p>Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC: 2 percentage points up from the prior year</p>	<p>2017-18 English Learner Progress Indicator (ELPI) data is not available at this time.</p> <table border="1"> <tr> <td data-bbox="1056 508 1528 560">2016-17 (Baseline)</td> <td data-bbox="1528 508 2003 560">73.5%</td> </tr> <tr> <td data-bbox="1056 560 1528 651">2017-18 (Projected)</td> <td data-bbox="1528 560 2003 651">2 percentage points up from the prior year</td> </tr> </table>	2016-17 (Baseline)	73.5%	2017-18 (Projected)	2 percentage points up from the prior year		
2016-17 (Baseline)	73.5%						
2017-18 (Projected)	2 percentage points up from the prior year						
<p>Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 2 percentage point up from the prior year</p>	<table border="1"> <tr> <td data-bbox="1056 716 1528 768">2016-17 (Baseline)</td> <td data-bbox="1528 716 2003 768">21.95%</td> </tr> <tr> <td data-bbox="1056 768 1528 859">2017-18 (Projected)</td> <td data-bbox="1528 768 2003 859">2 percentage point up from the prior year</td> </tr> </table>	2016-17 (Baseline)	21.95%	2017-18 (Projected)	2 percentage point up from the prior year		
2016-17 (Baseline)	21.95%						
2017-18 (Projected)	2 percentage point up from the prior year						
<p>Percentage of students who will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives: 80%</p>	<table border="1"> <tr> <td data-bbox="1056 927 1528 979">2016-17 (Baseline)</td> <td data-bbox="1528 927 2003 979">80%</td> </tr> <tr> <td data-bbox="1056 979 1528 1071">2017-18 (End of first semester)</td> <td data-bbox="1528 979 2003 1071">83%</td> </tr> <tr> <td data-bbox="1056 1071 1528 1162">2017-18 (End of second semester Projected)</td> <td data-bbox="1528 1071 2003 1162">2 percentage point up from the prior year</td> </tr> </table>	2016-17 (Baseline)	80%	2017-18 (End of first semester)	83%	2017-18 (End of second semester Projected)	2 percentage point up from the prior year
2016-17 (Baseline)	80%						
2017-18 (End of first semester)	83%						
2017-18 (End of second semester Projected)	2 percentage point up from the prior year						
<p>Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year</p>	<p>2017-18 SBAC data is not available at this time. The following table shows 2016-17 proficiency rates of our graduating seniors on the CAASPP-ELA/Literacy and Mathematics assessments and projected increase in 2017-18.</p> <table border="1"> <tr> <td data-bbox="1056 1382 1528 1433">2016-17 (Baseline)</td> <td data-bbox="1528 1382 2003 1433">20.5%</td> </tr> <tr> <td data-bbox="1056 1433 1528 1479">2017-18 (Projected)</td> <td data-bbox="1528 1433 2003 1479">50%</td> </tr> </table>	2016-17 (Baseline)	20.5%	2017-18 (Projected)	50%		
2016-17 (Baseline)	20.5%						
2017-18 (Projected)	50%						

Expected

Actual

Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher: 2 percentage points up from the prior year	2016-17 (Baseline)	26%
	2017-18 (Projected)	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year	2016-17 (Baseline)	100%
	2017-18 (Projected)	Maintain 100%
Percentage of students in grades 9-11 who will participate in the PSAT test: 100%	Percentage of students in grades 9-11 who have participated in the PSAT test: 100%	
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test: 20 percentage points up from the prior year	2016-17 (Baseline)	50%
	2017-18 (Actual)	70%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance.	All teacher credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments.	\$7,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$6,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned
Actions/Services

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

Actual
Actions/Services

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.

Budgeted
Expenditures

\$20,000 Books
(4000)(Base); \$50,000
Instructional materials
(4000)(Base)

Estimated Actual
Expenditures

\$15,000 Books
(4000)(Base); \$50,000
Instructional materials
(4000)(Base)

Action 3

Planned
Actions/Services

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

Actual
Actions/Services

We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.

Budgeted
Expenditures

\$134,000 Janitorial
services (5000)(Base)

Estimated Actual
Expenditures

\$140,000 Janitorial
services (5000)(Base)

Action 4

Planned
Actions/Services

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

Actual
Actions/Services

Our curricula and assessments are aligned to the standards. Our teachers have participated in professional development on the implementation of standards (CCSS, NGSS, etc.)

Budgeted
Expenditures

\$40,000 Professional
Development
(5000)(Base); \$1,500
TeachBoost fees
(5000)(Base);

Estimated Actual
Expenditures

\$30,000 Professional
Development
(5000)(Base); \$1,500
TeachBoost fees
(5000)(Base);

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.</p>	<p>We have identified our ELs by proficiency level, provided ELD instruction aligned to the ELD standards, and monitored student progress in program implementation according to our EL Master Plan.</p>	<p>\$55,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)</p>	<p>\$55,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS</p>	<p>Our teachers provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework to all students, including ELs. Our teachers have participated in professional development on ELD.</p>	<p>\$10,000 Professional Development on ELD strategies (5000)(S&C)</p>	<p>\$5,000 Professional Development on ELD strategies (5000)(S&C)</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

framework.

Action 7

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

\$150,000 Intervention teacher salaries (1000)(Title I); \$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)

\$282,000 Intervention teacher salaries (1000)(Title I); \$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)

Action 8

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

\$15,000 Three teacher stipends (1000)

\$15,000 Three teacher stipends (1000)

Action 9

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

\$150,000 Two deans of academics and a Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base);

\$150,000 Two deans of academics and two Title-I coordinator salaries (1000)(Base); \$60,000 Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
towards targets.	assessment scores, into reports and regularly review progress towards targets with our staff.	\$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	(3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer individual graduation plans, outlining the classes students will take during their high school years.	Our college counselor creates individual graduation plans with each of our high school students, outlining the classes they will take during their high school years.	\$60,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$60,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	Based on student needs and interests, we have offered the following AP courses this year: AP Literature, AP World History, and AP Calculus, AP Computer and AP US History.	\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer "Advisory" classes (college planning and career exploration	We offer "Advisory" classes in grades 9-12 and "College Readiness" classes and	\$2,000 Naviance program (5000)(Base);	\$2,000 Naviance program (5000)(Base);

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	\$3,000 College preparation materials (4000)(Base)	\$3,000 College preparation materials (4000)(Base)

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your reclassification rate or EL progress, ELA/math status or change on the academic indicator on the school dashboard; AP passing rate... Or if an action has not been very effective, talk about how you will modify it.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main difference that we had was our textbook allocated funds was not used because we did not make the purchase for Spanish textbooks. We have allocated the funds for next year to purchase the Spanish textbooks.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

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

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

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

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

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

Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math class and/or Advanced Math club: 10%

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

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

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

Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: >90%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.</p>	<p>We provide our students with a broad array of courses including core subjects and electives as outlined in our charter petition. We also provide all other academic programs and services, certain programs and services being dependent on student need and interest. Classroom-based and online elective courses offered this year include: Academic Pentathlon, Science Olympiad, Personal Finance, A+ (Advance math), Art, PE, Computer etc.</p>	<p>\$2,290,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$25,000 Field trip expenses (5000)(Donations)</p>	<p>\$2,740,000 Teacher salaries (1000)(Base); \$600,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.</p>	<p>We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.</p>	<p>\$300,000 2 Principals and 2 Deans of Academics salaries (1000)(Base); \$70,000 Benefits (3000)(Base)</p>	<p>\$300,000 2 Principals and 2 Deans of Academics salaries (1000)(Base); \$70,000 Benefits (3000)(Base)</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.</p>	<p>We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8.</p>	<p>\$70,000 1 Accelerated/Advanced Math teacher salary and</p>	<p>\$70,000 1 Accelerated/Advanced Math teacher salary and</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

benefits
(1000)(3000)(Base)
[Duplicated Expense:
See Goal 2: Action 1]

benefits
(1000)(3000)(Base)
[Duplicated Expense:
See Goal 2: Action 1]

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning.

\$60,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses

\$60,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

\$10,000 Science materials (4000)(Base)

\$10,000 Science materials (4000)(Base)

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

science fairs and activities as well.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of the field trips was higher than expected. With the increase in enrollment, we also had to increase the number of busses and trips that were available for students. Additionally, we had to spend more funds on STEAM materials because this year, our Art teacher attended PDs that involved getting technology equipment and additional materials; this was a huge benefit for our students.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Number of SSC meetings per year: 4	Current: 7	By the end of 2017-18 (Planned): 8
Number of ELAC meetings per year: 4	Current: 3	By the end of 2017-18 (Planned): 4
Number of PTF meetings per year: 4	Current: 8	By the end of 2017-18 (Planned): 9
Number of activities/events for parent involvement per year: 5	Current: About 28	By the end of 2017-18 (Planned): 30+
Frequency of SIS record updates: Daily/Weekly	Our teachers update SIS records daily/weekly: MET	
Number of progress reports sent to parents per year: 4	4	
Percentage of students who have been home-visited by the teachers per year: 25%	2016-17 (Baseline)	13%
	2017-18 (Current)	15%
	2017-18 (End of year Planned)	20%
ADA rate: 96%	2016-17 (Baseline)	96%
	2017-18 (Current)	96%
	2017-18 (End of year)	96%

Expected

Actual

	Projected)	
Chronic absenteeism rate: 8%	2016-17 (Baseline)	5.2%
	2017-18 (Current)	8%
	2017-18 (End of year Projected)	<7%
Middle school dropout rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
High school dropout rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%
Four-year cohort graduation rate: 100%	2016-17 (Baseline)	100%
	2017-18 (End of year Projected)	100%
Student suspension rate: 0%	2016-17 (Baseline)	0.9%
	2017-18 (Current)	2.31%
	2017-18 (End of year Projected)	3%
Student expulsion rate: 0%	2016-17 (Baseline)	0%
	2017-18 (Current)	0%
	2017-18 (End of year Projected)	0%

Expected

Actual

School experience survey participation rates will be:

Students:	90%
Families:	85%
Staff:	90%

School experience survey participation rates are:

Students:	88.5%
Families:	70.5%
Staff:	91.4%

School experience survey average approval rates will be:

Students:	75%
Families:	90%
Staff:	80%

School experience survey average approval rates are:

Students:	61%
Families:	88%
Staff:	64%

Actions / Services

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

Action 1

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

Action 2

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

Planned
Actions/Services

parent conferences to promote parental participation in programs.

Actual
Actions/Services

You can add more events here that promote parental participation.

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 3

Planned
Actions/Services

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

Actual
Actions/Services

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.

Budgeted
Expenditures

\$6,500 Illuminate SIS & DnA (5000)(Base)
[Duplicated Expense:
See Goal 1: Action 9]

Estimated Actual
Expenditures

\$6,500 Illuminate SIS & DnA (5000)(Base)
[Duplicated Expense:
See Goal 1: Action 9]

Action 4

Planned
Actions/Services

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

Actual
Actions/Services

Our teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

Budgeted
Expenditures

\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Estimated Actual
Expenditures

\$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

Planned
Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and

Actual
Actions/Services

We provide a safe, nurturing, and engaging learning environment for all our students and families. We provide academic and

Budgeted
Expenditures

\$70,000 School Psychologist salary (1000)(S&C); \$15,000

Estimated Actual
Expenditures

\$70,000 School Psychologist salary (1000)(S&C); \$15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
families. Academic and social-emotional support will be provided to address student needs.	social-emotional support to address student needs.	Benefits (3000)(S&C); Edge Coaching (5000)(Title I)	Benefits (3000)(S&C); Edge Coaching (5000)(Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 ParentReach notification program	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 ParentReach notification program

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.	\$79,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	\$79,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.	We have assessed our suspension/expulsion policies and procedures and documented and implemented alternatives to suspension/expulsion, including restorative practices.	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)

Action 9

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

Action 10

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The expulsion rate continues to be 0% and we use alternative to suspensions as much as possible. Additionally our ADA has continue to be at or over 95%. Lastly, our graduation rate continues to be 100% for our freshmen cohort.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on

acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

Stakeholder Engagement

LCAP Year: 2018–19

Involvement Process for LCAP and Annual Update

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

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

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

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

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

Impact on LCAP and Annual Update

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

Identified Need:

Priority 1:

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

Priority 2:

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

Priority 4:

- To ensure students meet or exceed standard on CASSPP-ELA/Literacy and Mathematics assessments
- To ensure EL students make annual progress in learning English

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20								
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%								
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%								
Percentage of items on facility inspection checklists in compliance/good standing	>90%	>90%	>90%	>90%								
Percentage of students performing proficient on the CAASPP-ELA/Literacy	2016-17 (Baseline): <table border="1" data-bbox="407 1398 753 1511"> <tr> <td>All Students: 47%</td> </tr> <tr> <td>English Learners: 3%</td> </tr> </table>	All Students: 47%	English Learners: 3%	2017-18 (Expected): <table border="1" data-bbox="806 1344 1152 1518"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5	2018-19 (Expected): <table border="1" data-bbox="1205 1344 1551 1518"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5	2019-20 (Expected): <table border="1" data-bbox="1604 1344 1950 1518"> <tr> <td>All Students: 5 percentage points up from the prior year</td> </tr> <tr> <td>English Learners: 5</td> </tr> </table>	All Students: 5 percentage points up from the prior year	English Learners: 5
All Students: 47%												
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English Learners: 5												
All Students: 5 percentage points up from the prior year												
English Learners: 5												
All Students: 5 percentage points up from the prior year												
English Learners: 5												

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
assessments (Grades 3-8):	Socioeconomically Disadvantaged: 44%	percentage points up from the prior year	percentage points up from the prior year	percentage points up from the prior year
	Students with Disabilities: 7%	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year	Socioeconomically Disadvantaged: 5 percentage points up from the prior year
	Homeless: 50%	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year	Students with Disabilities: 5 percentage points up from the prior year
	African American: NA%	Homeless: 5 percentage points up from the prior year	Homeless: 5 percentage points up from the prior year	Homeless: 5 percentage points up from the prior year
	Hispanic: 43%	African American: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year	African American: 5 percentage points up from the prior year
	White: 74%	Hispanic: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year	Hispanic: 5 percentage points up from the prior year
		White: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year	White: 5 percentage points up from the prior year
Change in Average Distance from Level 3 on the CASSPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline):	2017-18 (Expected):	2018-19 (Expected):	2019-20 (Expected):
	All Students: 20 points below level 3	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year	All Students: 3 points up from the prior year
	English Learners: 46.2 points below level 3	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year	English Learners: 3 points up from the prior year
	Socioeconomically Disadvantaged: 29	Socioeconomically Disadvantaged: 3	Socioeconomically Disadvantaged: 3	Socioeconomically Disadvantaged: 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>points below level 3</p> <p>Students with Disabilities: 102.5 points below level 3</p> <p>Homeless: 51 points below level 3</p> <p>African American: NA points below level 3</p> <p>Hispanic: 30.7 points below level 3</p> <p>White: 52.2 points below level 3</p>	<p>points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Homeless: 3 points up from the prior year</p> <p>African American: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>	<p>points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Homeless: 3 points up from the prior year</p> <p>African American: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>	<p>points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Homeless: 3 points up from the prior year</p> <p>African American: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p> <p>White: 3 points up from the prior year</p>
<p>Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10)</p>	<p>2016-17 (Baseline):</p> <p>All Students: 33%</p> <p>English Learners: 15%</p> <p>Socioeconomically Disadvantaged: 29%</p> <p>Students with Disabilities: 8%</p> <p>Homeless: NA</p> <p>African American: NA</p> <p>Hispanic: 20%</p> <p>White: 61%</p>	<p>2017-18 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p>	<p>2018-19 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p>	<p>2019-20 (Expected):</p> <p>All Students: 2 percentage points up from the prior year</p> <p>English Learners: 2 percentage points up from the prior year</p> <p>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</p> <p>Students with Disabilities: 2 percentage points up from the prior year</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year African American: 2 percentage points up from the prior year Hispanic: 2 percentage points up from the prior year White: 2 percentage points up from the prior year
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 33% English Learners: 5% Socioeconomically Disadvantaged: 30% Students with Disabilities: 7% Homeless: 50% African American: NA% Hispanic: 28% White: 74%	2017-18 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year	2018-19 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year	2019-20 (Expected): All Students: 5 percentage points up from the prior year English Learners: 5 percentage points up from the prior year Socioeconomically Disadvantaged: 5 percentage points up from the prior year Students with Disabilities: 5 percentage points up from the prior year Homeless: 5 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>African American: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>	<p>African American: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>	<p>African American: 5 percentage points up from the prior year</p> <p>Hispanic: 5 percentage points up from the prior year</p> <p>White: 5 percentage points up from the prior year</p>
<p>Change in Average Distance from Level 3 on the CASSPP-Mathematics assessments (Grades 3-8)</p>	<p>2016-17 (Baseline):</p> <p>All Students: 41.3 points below level 3</p> <p>English Learners: 59.9 points below level 3</p> <p>Socioeconomically Disadvantaged: 47.7 points below level 3</p> <p>Students with Disabilities: 124.2 points below level 3</p> <p>Homeless: 30.9 points below level 3</p> <p>African American: NA points below level 3</p> <p>Hispanic: 50.3 points below level 3</p> <p>White: 31.1 points below level 3</p>	<p>2017-18 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Homeless: 3 points up from the prior year</p> <p>African American: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>	<p>2018-19 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Homeless: 3 points up from the prior year</p> <p>African American: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>	<p>2019-20 (Expected):</p> <p>All Students: 3 points up from the prior year</p> <p>English Learners: 3 points up from the prior year</p> <p>Socioeconomically Disadvantaged: 3 points up from the prior year</p> <p>Students with Disabilities: 3 points up from the prior year</p> <p>Homeless: 3 points up from the prior year</p> <p>African American: 3 points up from the prior year</p> <p>Hispanic: 3 points up from the prior year</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																
		White: 3 points up from the prior year	White: 3 points up from the prior year	White: 3 points up from the prior year																																
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): <table border="1" data-bbox="407 651 753 1192"> <tr><td>All Students: 31%</td></tr> <tr><td>English Learners: 17%</td></tr> <tr><td>Socioeconomically Disadvantaged: 26%</td></tr> <tr><td>Students with Disabilities: 7%</td></tr> <tr><td>Homeless: NA</td></tr> <tr><td>African American: NA</td></tr> <tr><td>Hispanic: 22%</td></tr> <tr><td>White: 55%</td></tr> </table>	All Students: 31%	English Learners: 17%	Socioeconomically Disadvantaged: 26%	Students with Disabilities: 7%	Homeless: NA	African American: NA	Hispanic: 22%	White: 55%	2017-18 (Expected): <table border="1" data-bbox="806 376 1152 1464"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Homeless: 2 percentage points up from the prior year</td></tr> <tr><td>African American: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year	African American: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	2018-19 (Expected): <table border="1" data-bbox="1205 376 1551 1464"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Homeless: 2 percentage points up from the prior year</td></tr> <tr><td>African American: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year	African American: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year	2019-20 (Expected): <table border="1" data-bbox="1604 376 1950 1464"> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Homeless: 2 percentage points up from the prior year</td></tr> <tr><td>African American: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> <tr><td>White: 2 percentage points up from the prior year</td></tr> </table>	All Students: 2 percentage points up from the prior year	English Learners: 2 percentage points up from the prior year	Socioeconomically Disadvantaged: 2 percentage points up from the prior year	Students with Disabilities: 2 percentage points up from the prior year	Homeless: 2 percentage points up from the prior year	African American: 2 percentage points up from the prior year	Hispanic: 2 percentage points up from the prior year	White: 2 percentage points up from the prior year
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African American: 2 percentage points up from the prior year																																				
Hispanic: 2 percentage points up from the prior year																																				
White: 2 percentage points up from the prior year																																				
All Students: 2 percentage points up from the prior year																																				
English Learners: 2 percentage points up from the prior year																																				
Socioeconomically Disadvantaged: 2 percentage points up from the prior year																																				
Students with Disabilities: 2 percentage points up from the prior year																																				
Homeless: 2 percentage points up from the prior year																																				
African American: 2 percentage points up from the prior year																																				
Hispanic: 2 percentage points up from the prior year																																				
White: 2 percentage points up from the prior year																																				
All Students: 2 percentage points up from the prior year																																				
English Learners: 2 percentage points up from the prior year																																				
Socioeconomically Disadvantaged: 2 percentage points up from the prior year																																				
Students with Disabilities: 2 percentage points up from the prior year																																				
Homeless: 2 percentage points up from the prior year																																				
African American: 2 percentage points up from the prior year																																				
Hispanic: 2 percentage points up from the prior year																																				
White: 2 percentage points up from the prior year																																				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC	73.5%	1 percentage points up from the prior year	1 percentage points up from the prior year	1 percentage points up from the prior year
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	21.95%	2 percentage point up from the prior year	2 percentage point up from the prior year	2 percentage point up from the prior year
Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives	45%	2 percentage point up from the prior year	2 percentage point up from the prior year	2 percentage point up from the prior year
Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments	60%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher	20.5%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements	90%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year
Percentage of students in grades 9-11 who will participate in the PSAT test	100%	100%	100%	100%
Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test	50%	2 percentage points up from the prior year	2 percentage points up from the prior year	2 percentage points up from the prior year

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs. Charter School will also annually

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

review master schedule/teacher assignments to ensure compliance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	\$12,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$7,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)	\$7,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$50,000	\$50,000
Source	Base	Base	Base
Budget Reference	\$40,000 Books (4000)(Base); \$10,000 Instructional materials (4000)(Base)	\$20,000 Books (4000)(Base); \$30,000 Instructional materials (4000)(Base)	\$10,000 Books (4000)(Base); \$40,000 Instructional materials

Year	2017-18	2018-19	2019-20
			(4000)(Base)

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will do annual and monthly facility inspections to screen for safety

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$135,000	\$150,000	\$160,000
Source	Base	Base	Base
Budget Reference	\$40,000 Janitorial services (5000)(Base)	\$41,000 Janitorial services (5000)(Base)	\$42,000 Janitorial services (5000)(Base)

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,500	\$100,000	\$125,000
Source	Base	Base	Base
Budget Reference	\$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost	\$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost	\$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost

Year	2017-18	2018-19	2019-20
	fees (5000)(Base); Dean of Academics	fees (5000)(Base); Dean of Academics	fees (5000)(Base); Dean or Academics

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will provide services to ELs

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$85,000	\$90,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$65,000 EL Coordinator salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	\$70,000 EL Coordinator salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)	\$75,000 EL Coordinator salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I)

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

in PD on ELD instructional strategies and CHATS framework.

Budgeted Expenditures

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

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$65,000	\$65,000
Source	Title I	Title I	Title I
Budget Reference	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)	\$20,000 Intervention teacher salaries (1000)(Title I);\$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I)

Action 8

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Title 1	Title 1	Title 1

Year	2017-18	2018-19	2019-20
Budget Reference	\$15,000 Three teacher stipends (AP Teachers) (1000)	\$15,000 Three teacher stipends (AP Teachers) (1000)	\$15,000 Three teacher stipends (AP Teachers) (1000)

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will synthesize CAASPP

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$123,000	\$123,000	\$123,000
Source	Base; Title I	Base; Title I	Base; Title I
Budget Reference	\$150,000 Two deans of students and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$150,000 Two deans of students and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)	\$150,000 Two deans of students and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I)

Action 10

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,000	\$81,000	\$82,000
Source	Base	Base	Base
Budget Reference	\$65,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$66,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)	\$67,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base)

Action 11

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$22,000	\$24,000
Source	Base	Base	Base
Budget Reference	\$20,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$22,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)	\$24,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base)

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Base	Base	Base
Budget Reference	\$10,000 Naviance program (5000)(Base); \$5,000 College preparation materials (4000)(Base)	\$10,000 Naviance program (5000)(Base); \$5,000 College preparation materials (4000)(Base)	\$10,000 Naviance program (5000)(Base); \$5,000 College preparation materials (4000)(Base)

720K

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

Identified Need:

Priority 7:

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

Priority 8:

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters</p>				
<p>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>	100%	100%	100%	100%
<p>Percentage of students enrolled in the Charter School's grades 6-8 who take the Accelerated and/or Advanced Math</p>	3%	10%	10%	10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
class and/or Advanced Math club				
Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study	100%	100%	100%	100%
Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo	80%	>90%	>90%	>90%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,530,000	\$2,585,000	\$2,635,000
Source	Base; Donations	Base; Donations	Base; Donations
Budget Reference	\$2,000,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations)	\$2,040,000 Teacher salaries (1000)(Base); \$510,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$25,000 Field trip expenses (5000)(Donations)	\$2,080,000 Teacher salaries (1000)(Base); \$520,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$25,000 Field trip expenses (5000)(Donations)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$310,000	\$316,000	\$322,000
Source	Base	Base	Base
Budget Reference	\$250,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); \$60,000 Benefits (3000)(Base)	\$255,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); \$61,000 Benefits (3000)(Base)	\$260,000 2 Principal and 2 Deans of Academics salaries (1000)(Base); \$62,000 Benefits (3000)(Base)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
	Expense: See Goal 2: Action 1]	Expense: See Goal 2: Action 1]	Expense: See Goal 2: Action 1]

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will offer Computer/Technology classes and/or

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$127,000	\$127,000	\$127,000
Source	Base	Base	Base
Budget Reference	\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses	\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses	\$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses

Action 5

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	See description for 2017-18	See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base

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

6,242,020

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Identified Need:

Priority 3:

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

Priority 5:

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

Priority 6:

- To avoid student suspension

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	6	4	4
Number of ELAC meetings per year	4	4	4	4
Number of PTF meetings per year	4	8	4	4
Number of activities/events for parent involvement per year	5	8	5	5
Frequency of SIS record updates	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to parents per year	4	4	4	4
Percentage of students who have been home-visited by the teachers per year	13%	18%	20%	25%
ADA rate	96%	96%	97%	97%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism rate	5.2%	7.28%	<7%	<6%
Middle school dropout rate	0%	0%	0%	0%
High school dropout rate	0%	0%	0%	0%
Four-year cohort graduation rate	100%	100%	100%	100%
Student suspension rate	0.9%	2.31%	<2%	<1%
Student expulsion rate	0%	0%	0%	0%
School experience survey participation rates	Students: 90.3%	Students: 88.5%	Students: 90%	Students: 90%
	Families: 80.2%	Families: 70.7%	Families: 80%	Families: 80%
	Staff: 73.6%	Staff: 91.4%	Staff: 90%	Staff: 90%
School experience survey average approval rates	Students: 65%	Students: 61%	Students: 70%	Students: 70%
	Families: 90%	Families: 88%	Families: 80%	Families: 80%
	Staff: 79%	Staff: 64%	Staff: 80%	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:

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$3,000	\$3,000

Year	2017-18	2018-19	2019-20
Source	Title I	Title I	Title I
Budget Reference	\$1,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)	\$3,000 Parent meeting expenses (4000)(Title I)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Base	Base	Base
Budget Reference	\$15,000 Parent activities/events expenses (4000)(Base)	\$15,000 Parent activities/events expenses (4000)(Base)	\$15,000 Parent activities/events expenses (4000)(Base)

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
	See Goal 1: Action 9]	See Goal 1: Action 9]	See Goal 1: Action 9]

Action 4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School teachers will visit students	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

at their homes to discuss student progress and enhance student learning and involvement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Title I	Title I	Title I
Budget Reference	\$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]	\$15,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1]

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$120,000	\$190,000	\$190,000
Source	S&C; Title I	S&C; Title I	S&C; Title I
Budget Reference	\$100,000 School Psychologist salary (1000)(S&C); \$20,000 Benefits (3000)(S&C); Edge Coaching	\$160,000 School Psychologist and Counselor salary (1000)(S&C); \$30,000 Benefits (3000)(S&C); Edge	\$160,000 School Psychologist and Counselor salary (1000)(S&C); \$30,000 Benefits (3000)(S&C); Edge

Year	2017-18	2018-19	2019-20
	(5000)(Title I)	Coaching (5000)(Title I)	Coaching (5000)(Title I)

Action 6

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Charter School will inform parents and students of attendance policies specified in	See description for 2017-18	See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

the Student/Parent Handbook and encourage and support student attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$91,500	\$91,500
Source	Base	Base	Base
Budget Reference	\$30,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$10,000 Benefits (3000)(Base); \$1,500 ParentReach notification program	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 ParentReach notification program	\$75,000 1 Office Manager and 1 Office Clerk salaries (2000)(Base); \$15,000 Benefits (3000)(Base); \$1,500 ParentReach notification program

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	75,000
Source	Base	Base	Base
Budget Reference	\$65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses	65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses	\$65,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses

Year	2017-18	2018-19	2019-20
	(5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	(5000)(Base) [Duplicated Expense: See Goal 2: Action 1]	(5000)(Base) [Duplicated Expense: See Goal 2: Action 1]

Action 8

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will annually assess its

See description for 2017-18

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$85,000	\$85,000
Source	Base	Base	Base
Budget Reference	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)	\$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)

Action 9

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
	(5000)(Base)	(5000)(Base)	(5000)(Base)

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience surveys to students,

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

parents, and staff.

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,859,074

30.85 %

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

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

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

strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.

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

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 983,827

15.67 %

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

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

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/sal/>). (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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the 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, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The 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?