

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

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

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

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

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

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

## 2017-20 Plan Summary

### The Story

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

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

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

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

### LCAP Highlights

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

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

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

## Review of Performance

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

## Greatest Progress

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

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

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

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

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

## **Greatest Needs**

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

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

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

## Performance Gaps

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Annual Update

LCAP Year Reviewed: 2018–19

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

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

## Annual Measurable Outcomes

Expected

Actual

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

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

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

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

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

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

Percentage of state standards implementation for all students: 100%

Percentage of state standards implementation for all students: 100%

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

2018-19 Expected:

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

Expected

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

Actual

2017-18 (Baseline):

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

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

2018-19 (Projected):

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

Change in Average Distance from Standard on the CASSPP-

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

Expected

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

2018-19 Expected:

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

Percentage of students meeting their growth targets on the MAP-

Actual

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

2017-18 (Baseline):

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

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

2018-19 (Projected):

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

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

Expected

Reading assessment will be (Grades 3-10):

2018-19 Expected:

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

Actual

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

2017-18 (Baseline):

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

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

2018-19 (Projected):

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



Expected

Actual

|  |
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|  |
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|        |  |
|--------|--|
| White: | 2 percentage points up from the prior year |
|--------|--|

Percentage of students performing proficient on the CAASPP-Mathematics assessments will be (Grades 3-8,11):

2018-19 Expected:

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

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

2017-18 (Baseline):

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

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

2018-19 (Projected):

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

Expected

Actual

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

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

2018-19 Expected:

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

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

2017-18 (Baseline):

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

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

2018-19 (Projected):

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

Expected

Actual

|  |  |
|--|--|
|  |  |
|--|--|

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

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

2018-19 Expected:

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

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

2017-18 (Baseline):

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

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

2018-19 (Projected):

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

Expected

Actual

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

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

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

2017-18 (Baseline):

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

|  |
|--|
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually: 1 percentage point up from the prior year |
|--|

|                     |   |
|---------------------|---|
| 2017-18 (Baseline)  | 33%                                       |
| 2018-19 (Projected) | 1 percentage point up from the prior year |

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

|                    |     |
|--------------------|-----|
| 2017-18 (Baseline) | 80% |
|--------------------|-----|

Expected

Actual

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

**Actions / Services**

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

## Action 1

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

## Action 2

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

## Action 3

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|---|---|--|--|
| <p>Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p> | <p>We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning.</p> | <p>\$50,000.00 5500<br/>Janitorial Services,<br/>\$66,686.00 5615<br/>Maintenance,<br/>\$100,000,00 2900, 3000<br/>Custodian salary &amp;<br/>benefits</p> | <p>\$50,000.00 5500<br/>Janitorial Services,<br/>\$66,686.00 5615<br/>Maintenance,<br/>\$100,000,00 2900, 3000<br/>Custodian salary &amp;<br/>benefits</p> |

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

#### Action 4

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

#### Action 5

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

## Action 6

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

## Action 7

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



## Action 8

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

## Action 9

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

## Action 10

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

## Action 11

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

## Action 12

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

## Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only have minor differences between Budgeted and Estimated Actual Expenditures

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

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7 and 8

Local Priorities: N/A

### Annual Measurable Outcomes

Expected

Actual

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

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

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

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

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

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

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

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

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

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

## Actions / Services

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

### Action 1

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

### Action 2

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

### Action 3

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

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

## Action 4

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

## Action 5

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

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

## Analysis

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

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

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

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

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



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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

### Annual Measurable Outcomes

Expected

Actual

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

Expected

Actual

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

Expected

Actual

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

**Actions / Services**

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

**Action 1**

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

## Action 2

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

## Action 3

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

## Action 4

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

## Action 5

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

## Action 6

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

## Action 7

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

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

### Action 8

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

### Action 9

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

### Action 10

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

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

## Analysis

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

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

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

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

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



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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

# Stakeholder Engagement

LCAP Year: 2019–20

## Involvement Process for LCAP and Annual Update

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

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

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

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

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

## Impact on LCAP and Annual Update

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

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

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

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

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

State Priorities: 1, 2, 4, and 8

Local Priorities: N/A

### Identified Need:

Priority 1:

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

Priority 2:

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

Priority 4:

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

To ensure EL students make annual progress in learning English

To ensure our students are college/career ready

Priority 8:

To ensure student proficiency in all courses

### Expected Annual Measurable Outcomes

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

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19   | 2019-20   |
|---|---|---|---|---|
| proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8,11):                              | English Learners: 0%  | percentage points up from the prior year                                    | percentage points up from the prior year                                    | percentage points up from the prior year                                    |
|   | Socioeconomically Disadvantaged: 40%                        | English Learners: 3 percentage points up from the prior year                | English Learners: 5 percentage points up from the prior year                | English Learners: 3 percentage points up from the prior year                |
|   | Students with Disabilities: 18%                             | Socioeconomically Disadvantaged: 5 percentage points up from the prior year | Socioeconomically Disadvantaged: 5 percentage points up from the prior year | Socioeconomically Disadvantaged: 3 percentage points up from the prior year |
|   | Hispanic: 40%   | Students with Disabilities: 3 percentage points up from the prior year      | Students with Disabilities: 3 percentage points up from the prior year      | Students with Disabilities: 3 percentage points up from the prior year      |
|   | White: 60%  | Hispanic: 3 percentage points up from the prior year                        | Hispanic: 3 percentage points up from the prior year                        | Hispanic: 3 percentage points up from the prior year                        |
|   |   | White: 5 percentage points up from the prior year                           | White: 5 percentage points up from the prior year                           | White: 3 percentage points up from the prior year                           |
|   |   |   |   |   |
| Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8,11) | 2016-17 (Baseline):   | 2017-18 (Expected):   | 2018-19 (Expected):   | 2019-20 (Expected):   |
|   | All Students: 20.0 points below standard                    | All Students: 3 points up from the prior year                               | All Students: 3 points up from the prior year                               | All Students: 3 points up from the prior year                               |
|   | English Learners: 70.7 points below standard                | English Learners: 3 points up from the prior year                           | English Learners: 3 points up from the prior year                           | English Learners: 3 points up from the prior year                           |
|   | Socioeconomically Disadvantaged: 25.7 points below standard | Socioeconomically Disadvantaged: 3 points up from the prior year            | Socioeconomically Disadvantaged: 3 points up from the prior year            | Socioeconomically Disadvantaged: 3 points up from the prior year            |

| Metrics/Indicators  | Baseline  | 2017-18  | 2018-19                              | 2019-20                              |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
|---|---|--|--------------------------------------|--------------------------------------|---|---|---|--|--|--|---|--|--|---|---|--|--|---|--|--|---|---|--|--|---|--|--|---|
|   | <table border="1"> <tr> <td data-bbox="411 220 751 342">Students with Disabilities: 94.7 points below standard</td> </tr> <tr> <td data-bbox="411 342 751 431">Hispanic: 25.7 points below standard</td> </tr> <tr> <td data-bbox="411 431 751 529">White: 24.3 points below standard</td> </tr> </table>   | Students with Disabilities: 94.7 points below standard | Hispanic: 25.7 points below standard | White: 24.3 points below standard    | <table border="1"> <tr> <td data-bbox="810 220 1150 342">Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="810 342 1150 431">Hispanic: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="810 431 1150 529">White: 3 points up from the prior year</td> </tr> </table> | Students with Disabilities: 3 points up from the prior year | Hispanic: 3 points up from the prior year | White: 3 points up from the prior year   | <table border="1"> <tr> <td data-bbox="1213 220 1554 342">Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1213 342 1554 431">Hispanic: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1213 431 1554 529">White: 3 points up from the prior year</td> </tr> </table> | Students with Disabilities: 3 points up from the prior year  | Hispanic: 3 points up from the prior year                                   | White: 3 points up from the prior year                                 | <table border="1"> <tr> <td data-bbox="1617 220 1957 342">Students with Disabilities: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1617 342 1957 431">Hispanic: 3 points up from the prior year</td> </tr> <tr> <td data-bbox="1617 431 1957 529">White: 3 points up from the prior year</td> </tr> </table> | Students with Disabilities: 3 points up from the prior year | Hispanic: 3 points up from the prior year   | White: 3 points up from the prior year                   |  |   |  |  |   |   |  |  |   |  |  |   |
| Students with Disabilities: 94.7 points below standard  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Hispanic: 25.7 points below standard  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| White: 24.3 points below standard   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Students with Disabilities: 3 points up from the prior year                                     |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Hispanic: 3 points up from the prior year   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| White: 3 points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Students with Disabilities: 3 points up from the prior year                                     |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Hispanic: 3 points up from the prior year   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| White: 3 points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Students with Disabilities: 3 points up from the prior year                                     |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Hispanic: 3 points up from the prior year   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| White: 3 points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10) | <p data-bbox="411 773 751 805">2016-17 (Baseline):</p> <table border="1"> <tr> <td data-bbox="411 813 751 862">All Students: 44%</td> </tr> <tr> <td data-bbox="411 870 751 919">English Learners: 2%</td> </tr> <tr> <td data-bbox="411 927 751 1008">Socioeconomically Disadvantaged: 37%</td> </tr> <tr> <td data-bbox="411 1016 751 1097">Students with Disabilities: 7%</td> </tr> <tr> <td data-bbox="411 1105 751 1154">Hispanic: 38%</td> </tr> <tr> <td data-bbox="411 1162 751 1211">White: 66%</td> </tr> </table> | All Students: 44%                                      | English Learners: 2%                 | Socioeconomically Disadvantaged: 37% | Students with Disabilities: 7%  | Hispanic: 38%   | White: 66%                                | <p data-bbox="810 553 1150 586">2017-18 (Expected):</p> <table border="1"> <tr> <td data-bbox="810 594 1150 716">All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="810 724 1150 846">English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="810 854 1150 976">Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="810 984 1150 1162">Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="810 1170 1150 1292">Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="810 1300 1150 1422">White: 2 percentage points up from the prior year</td> </tr> </table> | All Students: 2 percentage points up from the prior year   | English Learners: 2 percentage points up from the prior year | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year   | White: 2 percentage points up from the prior year           | <p data-bbox="1213 553 1554 586">2018-19 (Expected):</p> <table border="1"> <tr> <td data-bbox="1213 594 1554 716">All Students: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1213 724 1554 846">English Learners: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1213 854 1554 976">Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1213 984 1554 1162">Students with Disabilities: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1213 1170 1554 1292">Hispanic: 2 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1213 1300 1554 1422">White: 2 percentage points up from the prior year</td> </tr> </table> | All Students: 2 percentage points up from the prior year | English Learners: 2 percentage points up from the prior year | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year | White: 2 percentage points up from the prior year | <p data-bbox="1617 553 1957 586">2019-20 (Expected):</p> <table border="1"> <tr> <td data-bbox="1617 594 1957 716">All Students: 3 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1617 724 1957 846">English Learners: 3 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1617 854 1957 976">Socioeconomically Disadvantaged: 3 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1617 984 1957 1162">Students with Disabilities: 3 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1617 1170 1957 1292">Hispanic: 3 percentage points up from the prior year</td> </tr> <tr> <td data-bbox="1617 1300 1957 1422">White: 3 percentage points up from the prior year</td> </tr> </table> | All Students: 3 percentage points up from the prior year | English Learners: 3 percentage points up from the prior year | Socioeconomically Disadvantaged: 3 percentage points up from the prior year | Students with Disabilities: 3 percentage points up from the prior year | Hispanic: 3 percentage points up from the prior year | White: 3 percentage points up from the prior year |
| All Students: 44%   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| English Learners: 2%  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Socioeconomically Disadvantaged: 37%  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Students with Disabilities: 7%  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Hispanic: 38%   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| White: 66%  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| All Students: 2 percentage points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| English Learners: 2 percentage points up from the prior year                                    |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Socioeconomically Disadvantaged: 2 percentage points up from the prior year                     |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Students with Disabilities: 2 percentage points up from the prior year                          |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Hispanic: 2 percentage points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| White: 2 percentage points up from the prior year   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| All Students: 2 percentage points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| English Learners: 2 percentage points up from the prior year                                    |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Socioeconomically Disadvantaged: 2 percentage points up from the prior year                     |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Students with Disabilities: 2 percentage points up from the prior year                          |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Hispanic: 2 percentage points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| White: 2 percentage points up from the prior year   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| All Students: 3 percentage points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| English Learners: 3 percentage points up from the prior year                                    |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Socioeconomically Disadvantaged: 3 percentage points up from the prior year                     |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Students with Disabilities: 3 percentage points up from the prior year                          |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| Hispanic: 3 percentage points up from the prior year  |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |
| White: 3 percentage points up from the prior year   |   |  |                                      |                                      |   |   |   |  |  |  |   |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |  |   |

| Metrics/Indicators  | Baseline                                     | 2017-18   | 2018-19   | 2019-20   |
|---|--|---|---|---|
| Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8,11): | 2016-17 (Baseline):                          | 2017-18 (Expected):   | 2018-19 (Expected):   | 2019-20 (Expected):   |
|   | All Students: 29%                            | All Students: 3 percentage points up from the prior year                    | All Students: 3 percentage points up from the prior year                    | All Students: 3 percentage points up from the prior year                    |
|   | English Learners: 4%                         | English Learners: 3 percentage points up from the prior year                | English Learners: 3 percentage points up from the prior year                | English Learners: 3 percentage points up from the prior year                |
|   | Socioeconomically Disadvantaged: 24%         | Socioeconomically Disadvantaged: 3 percentage points up from the prior year | Socioeconomically Disadvantaged: 3 percentage points up from the prior year | Socioeconomically Disadvantaged: 3 percentage points up from the prior year |
|   | Students with Disabilities: 3%               | Students with Disabilities: 3 percentage points up from the prior year      | Students with Disabilities: 3 percentage points up from the prior year      | Students with Disabilities: 3 percentage points up from the prior year      |
|   | Hispanic: 25%                                | Hispanic: 3 percentage points up from the prior year                        | Hispanic: 3 percentage points up from the prior year                        | Hispanic: 3 percentage points up from the prior year                        |
|   | White: 51%                                   | White: 3 percentage points up from the prior year                           | White: 3 percentage points up from the prior year                           | White: 3 percentage points up from the prior year                           |
| Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8,11)      | 2016-17 (Baseline):                          | 2017-18 (Expected):   | 2018-19 (Expected):   | 2019-20 (Expected):   |
|   | All Students: 46.1 points below standard     | All Students: 3 points up from the prior year                               | All Students: 3 points up from the prior year                               | All Students: 3 points up from the prior year                               |
|   | English Learners: 91.6 points below standard | English Learners: 3 points up from the prior year                           | English Learners: 3 points up from the prior year                           | English Learners: 3 points up from the prior year                           |
|   | Socioeconomically                            | Socioeconomically   | Socioeconomically   | Socioeconomically   |



| Metrics/Indicators  | Baseline  | 2017-18                                   | 2018-19   | 2019-20                              |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
|---|---|---|---|--------------------------------------|--------------------------------------|---|--|---|---|--|---|--|---|--|--|---|--|---|--|---|--|--|---|---------------------|--|--|---|--|--|
|   | <table border="1"> <tr><td>Disadvantaged: 55.0 points below standard</td></tr> <tr><td>Students with Disabilities: 140.2 points below standard</td></tr> <tr><td>Hispanic: 55.6 points below standard</td></tr> <tr><td>White: 39.0 points below standard</td></tr> </table>                                      | Disadvantaged: 55.0 points below standard | Students with Disabilities: 140.2 points below standard | Hispanic: 55.6 points below standard | White: 39.0 points below standard    | <table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table> | Disadvantaged: 3 points up from the prior year | Students with Disabilities: 3 points up from the prior year | Hispanic: 3 points up from the prior year   | White: 3 points up from the prior year | <table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table> | Disadvantaged: 3 points up from the prior year               | Students with Disabilities: 3 points up from the prior year                 | Hispanic: 3 points up from the prior year                              | White: 3 points up from the prior year               | <table border="1"> <tr><td>Disadvantaged: 3 points up from the prior year</td></tr> <tr><td>Students with Disabilities: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> <tr><td>White: 3 points up from the prior year</td></tr> </table>   | Disadvantaged: 3 points up from the prior year | Students with Disabilities: 3 points up from the prior year | Hispanic: 3 points up from the prior year                    | White: 3 points up from the prior year                                      |  |  |   |                     |  |  |   |  |  |
| Disadvantaged: 55.0 points below standard   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Students with Disabilities: 140.2 points below standard   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Hispanic: 55.6 points below standard  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| White: 39.0 points below standard   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Disadvantaged: 3 points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Students with Disabilities: 3 points up from the prior year   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Hispanic: 3 points up from the prior year   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| White: 3 points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Disadvantaged: 3 points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Students with Disabilities: 3 points up from the prior year   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Hispanic: 3 points up from the prior year   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| White: 3 points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Disadvantaged: 3 points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Students with Disabilities: 3 points up from the prior year   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Hispanic: 3 points up from the prior year   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| White: 3 points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10) | <table border="1"> <tr><td>2016-17 (Baseline):</td></tr> <tr><td>All Students: 45%</td></tr> <tr><td>English Learners: 2%</td></tr> <tr><td>Socioeconomically Disadvantaged: 38%</td></tr> <tr><td>Students with Disabilities: 3%</td></tr> <tr><td>Hispanic: 37%</td></tr> <tr><td>White: 65%</td></tr> </table> | 2016-17 (Baseline):                       | All Students: 45%                                       | English Learners: 2%                 | Socioeconomically Disadvantaged: 38% | Students with Disabilities: 3%  | Hispanic: 37%                                  | White: 65%  | <table border="1"> <tr><td>2017-18 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table> | 2017-18 (Expected):                    | All Students: 2 percentage points up from the prior year  | English Learners: 2 percentage points up from the prior year | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year | <table border="1"> <tr><td>2018-19 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table> | 2018-19 (Expected):                            | All Students: 2 percentage points up from the prior year    | English Learners: 2 percentage points up from the prior year | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year | <table border="1"> <tr><td>2019-20 (Expected):</td></tr> <tr><td>All Students: 2 percentage points up from the prior year</td></tr> <tr><td>English Learners: 2 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 2 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table> | 2019-20 (Expected): | All Students: 2 percentage points up from the prior year | English Learners: 2 percentage points up from the prior year | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year |
| 2016-17 (Baseline):   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| All Students: 45%   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| English Learners: 2%  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Socioeconomically Disadvantaged: 38%  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Students with Disabilities: 3%  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Hispanic: 37%   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| White: 65%  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| 2017-18 (Expected):   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| All Students: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| English Learners: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Socioeconomically Disadvantaged: 2 percentage points up from the prior year                         |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Students with Disabilities: 2 percentage points up from the prior year                              |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Hispanic: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| 2018-19 (Expected):   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| All Students: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| English Learners: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Socioeconomically Disadvantaged: 2 percentage points up from the prior year                         |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Students with Disabilities: 2 percentage points up from the prior year                              |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Hispanic: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| 2019-20 (Expected):   |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| All Students: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| English Learners: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Socioeconomically Disadvantaged: 2 percentage points up from the prior year                         |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Students with Disabilities: 2 percentage points up from the prior year                              |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |
| Hispanic: 2 percentage points up from the prior year  |   |   |   |                                      |                                      |   |  |   |   |  |   |  |   |  |  |   |  |   |  |   |  |  |   |                     |  |  |   |  |  |

| Metrics/Indicators  | Baseline | 2017-18   | 2018-19   | 2019-20   |
|---|----------|---|---|---|
|   |          | White: 2 percentage points up from the prior year | White: 2 percentage points up from the prior year | White: 2 percentage points up from the prior year |
| Percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC  | 50%      | 2 percentage points up from the prior year        | 2 percentage points up from the prior year        | 2 percentage points up from the prior year        |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually   | 33%      | 12%   | 1 percentage point up from the prior year         | 1 percentage point up from the prior year         |
| Percentage of students who will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives | 80%      | 78%   | 1 percentage point up from the prior year         | 1 percentage point up from the prior year         |
| Percentage of graduating seniors who have met or exceeded standard on both  | 48%      | 5 percentage points up from the prior year        | 5 percentage points up from the prior year        | 5 percentage points up from the prior year        |

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

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

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

**Budgeted Expenditures**

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

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

**Budgeted Expenditures**

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

### Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

We are adding a second campus

2019-20 Actions/Services

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

### Budgeted Expenditures

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

### Action 4

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



**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

We only used \$20K in 2017-18

2019-20 Actions/Services

We will have more staff

**Budgeted Expenditures**

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

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners

Limited to Unduplicated Student Group(s)

All Schools

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

We are increasing our number of the students

2019-20 Actions/Services

See description for 2017-18

**Budgeted Expenditures**

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

## Action 6

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 7**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Modified

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

See description for 2017-18

**2019-20 Actions/Services**

See description for 2017-18

**Budgeted Expenditures**

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

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

## Action 8

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

**Budgeted Expenditures**

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

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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



All

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Added a new Title 1 Math person

See description for 2017-18

**Budgeted Expenditures**

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

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

## Action 10

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

**Budgeted Expenditures**

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

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

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

### Budgeted Expenditures

## Action 12

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

**Budgeted Expenditures**

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

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

Unchanged Goal

## Goal 2

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

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

State Priorities: 7 and 8

Local Priorities: N/A

### Identified Need:

Priority 7:

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

Priority 8:

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

### Expected Annual Measurable Outcomes

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

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



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

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

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

**Budgeted Expenditures**

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

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

**Budgeted Expenditures**

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

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

See description for 2017-18

**2019-20 Actions/Services**

See description for 2017-18

**Budgeted Expenditures**

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

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

## Action 4

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

**Budgeted Expenditures**

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

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

**Action 5**

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

**Students to be Served:**

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

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

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services



2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

**Budgeted Expenditures**

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

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

Unchanged Goal

## Goal 3

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

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

State Priorities: 3, 5, and 6

Local Priorities: N/A

### Identified Need:

Priority 3:

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

Priority 5:

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

Priority 6:

- To avoid student suspension
- To avoid student expulsion

To increase the sense of safety and school connectedness

### Expected Annual Measurable Outcomes

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

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

## Planned Actions / Services

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

# Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

## Budgeted Expenditures

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

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

### Budgeted Expenditures

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

### Action 3

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

#### Students to be Served:

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

#### Location(s):

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

All

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

**Budgeted Expenditures**



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

## Action 4

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

### Actions/Services

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

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

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

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

### Budgeted Expenditures

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

## Action 5

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

### Students to be Served:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

See description for 2017-18

**2019-20 Actions/Services**

See description for 2017-18

**Budgeted Expenditures**

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

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

## Action 6

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

### Budgeted Expenditures

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

## Action 7

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

**Budgeted Expenditures**

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

## Action 8

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

See description for 2017-18

### Budgeted Expenditures

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

## Action 9

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

### Students to be Served:

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

### Location(s):

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



[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

**Budgeted Expenditures**

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

## Action 10

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

**Budgeted Expenditures**

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

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,807,444

32.86 %

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

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

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

listening, and academic vocabulary.

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

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,589,144

32.85 %

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

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

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

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

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

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

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,433,190

35.22 %

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

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

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

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

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



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

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## **Plan Summary**

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

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

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

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

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

## **Comprehensive Support and Improvement**

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

## **Related State and/or Local Priorities**

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

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

#### **Students to be Served**

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

#### **Location(s)**

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

### **Actions/Services**

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

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

**New/Modified/Unchanged:**

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

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

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

### **Budgeted Expenditures**

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

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

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

## **Demonstration of Increased or Improved Services for Unduplicated Students**

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



## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

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

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

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

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

## **Guiding Questions: Goals, Actions, and Services**

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