

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 |
|----------------------------|----------------------------|---|
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2017-20 Plan Summary

The Story

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

Magnolia Science Academy -3 (MSA-3) was founded in the fall of 2008 as a public charter school in Gardena. Two years later, MSA-3 moved to the current space collocating with Curtis Middle in Carson, California, under proposition 39. Currently MSA-3 is serving 491 students from grades 6 through 12 and celebrates its nearly 100% high school graduation rates. Almost 70% of MSA-3 students qualify for a free and reduced lunch program. MSA accepts students on a first come first serve basis.

Our students & parents come from a variety of locations:

63% are from the Carson, LA, Gardena area (LAUSD).

This year 13% are from compton versus last year which had 23% are from the Compton area; this shows that our efforts to service Carson and local residents is significantly high and has to be because of Prop 39.

24% are from Torrance, Inglewood, Hawthorne, Long Beach/Signal Hill, Lynwood, Harbor City, Bellflower, Paramount, Lakewood, Bell, Mar Vista, and Riverside.

MSA-3 revolves around its STEAM and college-readiness environment built into our mission and vision statement. The school provides a college preparatory educational program that emphasizes science, technology, engineering, art, athletics and math. In addition to core subjects, MSA-3 offers a vast range of elective courses, including: science explorers (engineering & science hybrid course), intro to astronomy, computer science, robotics, digital arts, music, choir, creative writing, athletic training and advanced math to name a few.

Each class integrates the use of chromebooks in the curriculum, through Google Classrooms as well as McGraw Hill online platforms such as Studysync. All curriculum is aligned to Common Core State Standards to ensure students are practicing skills in preparation for end-of-the-year Smarter Balanced Assessment Consortium (SBAC) exams. 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.

NGSS and the new CA Science Framework include Engineering as a Disciplinary Core Idea (DCI) in teaching science. For the past three years, MSA 3 science teachers have been using McGraw Hill Integrated Science (iScience) curriculum that encompasses engineering design and engineering principals in alliance with the national science framework. All students learn about engineering design, technology, and applications of science as part of their core classes.

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, School Site Council, ELAC, and Coffee with the Admin (meets weekly).

The need to continue our improvements in designated/integrated English Learner services and focusing our effort on the lowest performing sub-groups.

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

Providing counseling and positive behavior intervention support services to our students

Keeping effective teachers and improving teacher observation and evaluation systems

The Charter School has also worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

- 1.) This includes having survey satisfaction for over the last 2 years. MSA 3 has seen a increase of overall satisfaction for Students, Families, & Staff. The goal is to allow opportunities for stakeholders to communicate with admin face to face, resolve issues as quickly as possible, and ensuring clear expectations/protocols.
- 2.) Over 141 Home Visits to meet with parents and students to develop academic and behavior plans to decrease the achievement gap, provide support and mental health services.
- 3.) 100% Graduation Rates however we have to monitor the students who transfer out to ensure they do still attain their diploma.
- 4.) 2016-2017 Teacher retention was 50%, 2017-2019 our teacher retention rate is 84%. This also can be attested to our new Vice Principal who focuses on Professional Development and teacher satisfaction.
- 5.) MSA-3 (Carson) was ranked in the top 8% of high schools in the country and top 11% in California. In 2017-2018: MSA 3 earned the Silver Award for Best High Schools (ranked #209 in Charter High Schools Nationally, #218 in California High Schools, and #1200 in National Rankings).
- 6.) Innovate Public Schools, in partnership with USC, released *Top Los Angeles County Public Schools for Underserved Students 2019*. This report analyzed over 2,000 schools and found *only* 300 that are actively working to close the achievement gap for low-income students of color. MSA-3 was recognized as part of that group for their work advancing student success and doing their part to close the achievement gap.

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

College/Career Readiness:

- 100% Graduation for the class of 2018, 98% of seniors filled out FAFSA for college financial aid, 42 out of 48 seniors applied to college. MSA-3 has College readiness course for seniors to plan career, college and future plans.
- 50% of graduation class is attending to UC, CSU, Private, HBCU. Senior class has over 50 variety of college acceptances.
- 70% of our middle and high school were on honor roll, high honor roll. 25%-30% of our Seniors are graduating with a State Seal of Bi-literacy.
- MyOn reading report shows growth in Lexile reading level is near 698.
- SBAC: ELA 41% met or exceeded standards for English and 21% in Math.
- Using Common Core Standards and Curriculum, SSR to build reading skills and power Math and English classes to help with intervention
- MSA-3 has MAP Data-test: 55-60% of students showed growth in Math and English respectively.
- English learner coordinator on site to assist EL students. MSA-3 reclassified 4 students. 15% of our EL population.

Suspension & School Climate:

- California Dashboard-Our Suspension rate is low, green.
- Enrollment growth to over 500 students in large part thanks to academics and innovations such as Travel Program, CIF Athletics, and STEAM education opportunities.
- CIF & SRLA Induction in 2018-2019
- 2017-2018: 1st Place in Robotics Competition-Saturday's event at LEGOLAND, FLL CUP Robotics competition, went very well. There were 62 teams from southern California.
- MPS STEAM Expo: 1st place in Life Science & Biology, 1st place in Earth Science & Chemistry, 3rd place in Physical Science & Physics, 1st place in Engineering, 1st place in Technology & Robotics, our Lego robotics team earned 2nd place and our science students who can and two 6th grade female students took home first place in the physical science category. Also our students won third place in the Art contest.
- MTSS Grant \$50,000 for 2018-2019
- 2 seniors won Non-Profit Fundraiser Project in Economics
- Teacher won Teacher of the Year for City of Carson two years in a row
- 4 students recognized at DTLA Film Festival
- 2 students honored by City of Carson for dedicated service
- 15 STEAM events and opportunities
- We have more social-emotional support through our ripple effects curriculum, full-time therapist and edge coach to help students learn executive function skills, anger management and impulse control. Now have three counselors instead of one.

Academic Intervention:

- Power Math and Power English are offered, Saturday School, Home visits are scheduled for lowest performing and mid-range students.
- Tutoring three days a week. We use interim block assessments and interim comprehensive exams to review where students are and have teacher reteach/review the concepts most students missed.
- Teachers use Khan Academy Moby Max Math for students to receive individualized instruction. English curriculum includes StudySync and Illuminate standards based practice exams.
- In Math, MobyMax and Aleks are used to help allow students to build content skills.
- Mentoring program for students who need more support in Math and English.
- Increase Saturday school SBAC, SAT, & make-up prep.
- MyOn to help students reading levels through dedicated SSR (Silent Sustained Reading). Students who are reading at grade level books and scoring above 70% on quizzes receives incentives.
- This keeps the motivation high among students to read more.

- To create ownership, we had three goal setting sessions where students set goals for their classes, as well as for their SBAC Math/ELA tests.
- To maintain our graduation rate, we are holding sessions for students to check on graduation requirements and plan for next year in terms of which electives/APs they will take.
- In addition, students identify if they need credit recovery. Dean of Academics meet with those students for an individualized plan for graduation and follows up with them quarterly.

Partnerships & Field trips:

- Microsoft Store Cerritos store field trips and on-campus coding workshops
- Attendance to iUrban Teen Tech Summit annual event at CSU Dominguez Hills and future participation as a school
- Apple Store Manhattan Village iMovie, iBooks, coding workshops
- Attendance to Los Angeles African American Engineers and Professionals Association's annual Science and Technology Awareness Day and future participation as a school
- Attendance to first ever annual Los Angeles Clippers Social SciFest and future participation as a school
- Mt. Wilson Observatory
- NASA Jet Propulsion Lab
- The Boring Company hyperloop
- Urban Workshop makerspace
- The Science Fair movie screening
- Grammy Museum
- LACMA Mobile Exhibit
- Walt Disney Studios
- Ronald Reagan Library

Improvements for 2018-2019:

PBIS Program-Yonder is assisting with decreasing cell phone usage. More than half of our students had growth on Map, and overall more students are attending tutoring this year. Our supervision team was vigilant and assisted in improving safety on campus.

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

Suspension rate needs attention: We are in a PBIS Professional Development program for three years with LACOE. We recognize the needs our students have socio-emotionally, and have brought on not only more staff members with three additional supervision staff and two additional office staff, but intentionally hired a full-time school psychologist. Additionally, we also partnered with CSU Dominguez Hills to have two counseling interns complete their hours at our school. Restorative Practices have begun to be implemented with practices such as Restorative Meetings, Ripple Effects online socio-emotional learning curriculum, service oriented volunteering, and attendance to community events. We also have continued embedding life skills and socio-emotional learning as an elective offered through our partnership with Imagine Etiquette, offering our Middle School students valuable lessons in topics like executive functioning, cultural identity, and respect. Meanwhile, we have also piloted Mentoring programs for both our Middle and High School boys to figure out what type of personalized support can improve outcomes for our academically and behaviorally at-risk boys.

Orange in Academics: English SBAC is 42%, which is a 2% increase from prior year. 20% met or exceeded the Math standards.

English and Math SBAC prep, Interim assessments happen regularly and professional development data days are coordinated by the Vice Principal and Dean of Academics every 6 weeks to help our teachers focus on students who need the most support.

Based on survey results: Students have to improve in a lot of topics (Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness); Growth Mindset; Self-Efficacy; Social Awareness). One serious concern is safety from the staff perspective. It's still very low. We want students, staff and any guests to feel safe. There are too many fights on our campus; additional support is needed.

We are working on parent volunteers but we need trained professionals who can help get fighting down to zero. Each topic can be taught throughout one or two days of the school year. We can have our teachers focus on it in all classes and build a curriculum around these areas that everyone teachers. We will embed more restorative practices next year.

The goal is to have more learning communities with our teachers and staff to help streamline and follow up on these topics that need support and focus. Time has to be given to deans and principals to focus on increasing the rates for all of these topics.

Professional Development for Teachers: Pacing, Lesson Planning, Summative & Informative Assessment, Differentiating Instruction, Time Management, Cultural Relative Training, Aggressive Replacement Training, study skills for students, writing skills, RTI/MTSS, Special Education resources, and EL strategies in the classroom.

Parent Feedback:

- More focus on scholarships for high schools.
- College Readiness meetings during week and not just the weekend.
- 8th Grade parents would like high school presentations to know their options for high school
- Would like virtual reality classes
- Would like a speak and debate team
- Would like summer meetings with high school students

Staff Feedback:

- Funds to increase support staff on campus for student/staff safety and consistent protocols to decrease negative behavior.
- PBIS discipline program needs improvement with additional funding and proper protocols from our district office.
- Improve clear discipline best practices org wide.
- All teachers held accountable to school rules and following safety protocols set.

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

We have 50% Hispanic and 47% African Americans. African Americans are yellow for suspension rate, students with Disabilities is orange. Our behavioral data is inflated for African American students. Culture sensitivity and relevance training is needed for all staff. Students must be supported emotionally in order to impact their efforts academically. Need to increase the amount of African American students enrolled in AP courses. Our female students are outperforming their male counterparts in English and Math. Our Sped, and African American students have a performance gap in English and Math. 2018 we will have social worker interns to lead our restorative circles and support groups for students to learn conflict resolution. Students will read the Leader in Me and 7 Habits of Highly Effective teens for SSR and as a school we will review character traits required to decrease suspension rates. We have intervention classes, tutoring, Saturday school to support all groups who are performing the lowest.

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: 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments will be (Grades 3-8, 11):</p> <p>2018-19 Expected:</p> <table border="1"> <tbody> <tr> <td>All Students:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>English Learners:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Socioeconomically Disadvantaged:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Students with Disabilities:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Homeless:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>African American:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>Hispanic:</td> <td>3 percentage points up from the prior year</td> </tr> <tr> <td>White:</td> <td>3 percentage points up from the prior year</td> </tr> </tbody> </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 | Homeless: | 3 percentage points up from the prior year | African American: | 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 | <p>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.</p> <p>2017-18 (Baseline):</p> <table border="1"> <tbody> <tr> <td>All Students:</td> <td>41.58%</td> </tr> <tr> <td>English Learners:</td> <td>16.6%</td> </tr> <tr> <td>Socioeconomically Disadvantaged:</td> <td>40.99%</td> </tr> <tr> <td>Students with Disabilities:</td> <td>27%</td> </tr> <tr> <td>African American:</td> <td>35.91%</td> </tr> <tr> <td>Hispanic:</td> <td>47.94%</td> </tr> </tbody> </table> <p>Based on our interim assessments during the year (IAB, ICA, MAP, etc.), we project the following:</p> | All Students: | 41.58% | English Learners: | 16.6% | Socioeconomically Disadvantaged: | 40.99% | Students with Disabilities: | 27% | African American: | 35.91% | Hispanic: | 47.94% |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homeless: | 3 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: | 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: | 41.58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners: | 16.6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged: | 40.99% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities: | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: | 35.91% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: | 47.94% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 |
| African American: | 3 percentage points up from the prior year |
| Hispanic: | 3 percentage 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-ELA/Literacy assessments and projected change in 2018-19.

2017-18 (Baseline):

| | |
|----------------------------------|----------------------------|
| All Students: | 19.4 points below standard |
| English Learners: | 48.9 points below standard |
| Socioeconomically Disadvantaged: | 21.4 points below standard |
| Students with Disabilities: | 69.7 points below standard |
| African American: | 31.0 points below standard |
| Hispanic: | 5.6 points below 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 |
| African American: | 3 points up from the prior year |
| Hispanic: | 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 groups on the MAP-Reading assessment and projected increase in 2018-19.

Change in Average Distance from standard on the CASSPP-ELA/Literacy 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 |
| African American: | 3 points up from the prior year |
| Hispanic: | 3 points up from the prior year |

Percentage of students meeting their growth targets on the MAP-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 |
| African American: | 2 percentage points up from the prior year |
| Hispanic: | 2 percentage points up from the prior year |

2017-18 (Baseline):

| | |
|----------------------------------|--------|
| All Students: | 54.29% |
| English Learners: | 39% |
| Socioeconomically Disadvantaged: | 42% |
| Students with Disabilities: | 38% |
| African American: | 51% |
| Hispanic: | 68% |

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 |
| African American: | 2 percentage points up from the prior year |
| Hispanic: | 2 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: | 21.05% |
| English Learners: | 11.11% |
| Socioeconomically Disadvantaged: | 21.22% |
| Students with Disabilities: | 36.67% |
| African American: | 18.31% |
| Hispanic: | 23.81% |

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 |

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 |
| African American: | 3 percentage points up from the prior year |
| Hispanic: | 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 |
| African American: | 3 percentage points up from the prior year |
| Hispanic: | 3 percentage 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: | 75.7 points below standard |
| English Learners: | 86.9 points below standard |
| Socioeconomically Disadvantaged: | 78.0 points below standard |
| Students with Disabilities: | 67.2 points below standard |
| African American: | 80.9 points below standard |
| Hispanic: | 69.1 points below 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 |
| African American: | 3 points up from the prior year |
| Hispanic: | 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 groups on the MAP-Mathematics assessment and projected increase in 2018-19.

2017-18 (Baseline):

| | |
|----------------------------------|--------|
| All Students: | 44.01% |
| English Learners: | 38.8% |
| Socioeconomically Disadvantaged: | 41.7% |

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 |
| African American: | 3 points up from the prior year |
| Hispanic: | 3 points up from the prior year |

Percentage of students meeting their growth targets on the MAP-Mathematics 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 |
| African American: | 2 percentage points up from the prior year |
| Hispanic: | 2 percentage points up from the prior year |

| | |
|-----------------------------|--------------|
| Students with Disabilities: | 36.3% |
| Homeless: | Less than 1% |
| African American: | 45.5% |
| Hispanic: | 45.3% |
| White: | Less than 1% |

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 |
| African American: | 2 percentage points up from the prior year |
| Hispanic: | 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 | 31.8% |
| Level 3 - Moderately Developed | 54% |
| Level 2 - Somewhat Developed | 9% |
| Level 1 – Beginning Stage | 4% |

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

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

| | |
|---------------------|---|
| 2017-18 (Baseline) | 15% |
| 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% |
| 2018-19 (End of first semester) | 78% |
| 2018-19 (End of second semester Projected) | 1 percentage point up from the prior year |

Percentage of graduating seniors who have met or exceeded standard on both ELA and Mathematics on Smarter Balanced Summative Assessments: 2 percentage points up from the prior year

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.

| | |
|--------------------|-----|
| 2017-18 (Baseline) | 26% |
|--------------------|-----|

| | | |
|--|---|--|
| | 2018-19 (Projected) | 2 percentage points up from the prior year |
| 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 | 2017-18 (Baseline) | 30.6% |
| | 2018-19 (Projected) | 2 percentage points up from the prior year |
| Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements: 2 percentage points up from the prior year | 2017-18 (Baseline) | 71% |
| | 2018-19 (Projected) | 2 percentage points up from the prior year |
| Percentage of students in grades 9-11 who will participate in the PSAT test: 100% | Percentage of students in grades 9-11 who have participated in the PSAT test: 95% | |
| 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: 2 percentage points up from the prior year | 2017-18 (Baseline) | 40% |
| | 2018-19 (Actual) | 42% |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| Charter School will conduct credential review as part of teacher hiring process and support our teachers' & administration credentialing needs. Charter School will also annually review master schedule/teacher assignments to ensure compliance. | All teacher & admin clear credentials have been reviewed. We have supported three of our teachers for their credentialing needs. We are compliant with teacher assignments. | \$13,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base) | \$12,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base) |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| 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. | 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. | \$23,500 Books (4000)(Base); \$28,543 Instructional materials (4000)(Base) | \$34,744 Books (4000)(Base); 29,000 Instructional materials (4000)(Base) |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| Charter School will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness. | We have done annual and monthly facility inspections to screen for safety hazards. We have maintained our campus cleanliness through daily general cleaning. | \$23,000 Janitorial services (5000)(Base)5 | \$23,800 Janitorial services (5000)(Base) |

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.) | \$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$85,000 Instructional Coach salary and benefits (1000)(3000)(Base) | \$25,000 Professional Development (5000)(Base); \$1,800 TeachBoost fees (5000)(Base); \$98,000 Instructional Coach salary and benefits (1000)(3000)(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. | \$55,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); EL supplemental materials (4000)(Title I) | \$62,942 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$3500 EL supplemental materials (4000)(Title I) |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| 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. | 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. | \$4,000 Professional Development on ELD strategies (5000)(S&C) | \$4,000 Professional Development on ELD strategies (5000)(S&C) |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| During the day, Charter School will provide additional supports and interventions to all students, including ELs. | During the day, we provide additional supports and interventions to all students, including ELs, via Power English, Power Math, etc. | \$20,000 Intervention teacher salaries (1000)(Title I); \$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I) | \$47,000 Intervention teacher salaries (1000)(Title I); \$70,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I) |

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. | We provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. | \$15,000 Three teacher stipends (1000)(ASES) | \$15,000 Stipends for teachers to come on Saturdays, and after school, also to do home visits to ensure students are attaining academic support (1000)(ASES) |

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. | 80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I) | 80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base) \$79,000, 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. | \$64,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base) | \$64,000 College Counselor salary (1000)(Base); \$15,360 Benefits (3000)(Base) |

Action 11

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. | Based on student needs and interests, we have offered the following AP courses this year: AP Spanish, AP World History, etc | \$4,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base) | \$12,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base) |

Action 12

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT. | 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. | \$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base) | \$2,000 Naviance program (5000)(Base); \$13,000 College preparation materials, and testing prep fees (4000)(Base) |

Analysis

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

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

We have implemented all of the actions/services described above to achieve our EXCELLENCE goal. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; students have a one to one ratio for chromebooks all classrooms, we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to

all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The goal is to increase for the upcoming school year. ELA decreased by 3% and Math maintained at 22%. This year we reclassified 15% of our EL students and our academic indicators dropped one color. The objective is to provide more services and intervention to help lower performing subgroups and encourage higher performing students to participate in AP, Dual Enrollment, Honors and apply for the gifted program. Teachers utilize a school wide lesson plan template which ensures designated differentiation for our subgroups EL, SPED, African American, Latino, Socio Disadvantage, foster youth, and gifted/GATE.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

MSA 3 had a minor change in the amount spent on BTSA and Administrative Credential spending because a teacher resigned who was in the BTSA program. Next year we will have a higher spending about in this area since more of our teachers are interns, in the first year after their credential or want to get their admin credential. For instructional materials and textbooks we had more of an increase than expected because a couple versions of our textbooks were older than required and we wanted to update the content to meet the Common Core Standards. We also started having more elective courses and wanted to have textbook and materials to implement effectively. The plan is to increase textbooks and instructional materials in order to meet the enrollment demand and support to instructors. The janitorial services decreased minimally and that is due to the estimate that was given to us by prop 39 and then we adjust our spending based on their invoices; next year there will be an increase, it is yet to be determined. Professional development spending decreased with having an in-house instructional coach to mentor and assist teachers with curriculum and instructional support. There will be an increase next year for our EL coordinator based on experience and new pay scale. Material cost for EL will remain the same since we have less than 25 students and that has been consistent.

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

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. Our main goal is to get our instructors more support in the classroom and focus on intervention for our students who need additional support. We will utilize veteran teachers as mentors for specific teachers that need additional support and/or for teachers that are new to the school. Teachers will be provided time during PD meetings to collaborate about best practices, utilize data, and other resources to incorporate into their own planning and teaching pedagogy.

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: 6% |
| Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% | Percentage of our seniors who have taken a Computer/Technology class and/or experienced blended learning in their program of study: 100% |
| Percentage of students who will have created or demonstrated a STEAM focused project, experiment, model or demo: 80% | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo: 90% |

Actions / Services

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

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| 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: Marine Biology, AP US History, AP Literature, AP Spanish Literature, Entrepreneurship, Qualitative Reasoning (Chess), History in Film, African American & Latino America Studies, Digital Arts, Band. | \$2,000,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations) | \$2,159,778 Teacher salaries (1000)(Base); \$701,944 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations) |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual 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. | <p>We have designed our master schedule to meet the needs of all students. We provide opportunities for online and dual enrollment as well.</p> <p>We have designed our master schedule to meet the needs of all students. Classes are intentionally scheduled to provide open options for higher level courses such as Honors and AP. Students may choose to take higher level courses and are not restricted by achievement data, creating a more accessible field.</p> | \$180,000 1 Principal and 1 Dean of Academics salaries (1000)(Base); \$45,000 Benefits (3000)(Base) | \$175,000 1 Principal and 1 Dean of Academics salaries; \$60,000 Benefits (3000)(Base) |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. | We offer Accelerated and Advanced Math classes and Advanced Math club to students in grades 6-8. | [Duplicated Expense: See Goal 2: Action 1] | [Duplicated Expense: See Goal 2: Action 1] |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Charter School will offer Computer/Technology classes and/or blended learning experience for our students. Charter School will also keep its technology up to date. Charter School teachers will participate in PD on Blended Learning. | We offer Computer/Technology classes and/or blended learning experience for our students. We keep our technology up to date and have purchased 100 Chromebooks. Our teachers have participated in PD on Blended Learning. | \$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses | \$73,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$75,000 1 Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements. | We have provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We have organized a local STEAM expo. Our students have | \$10,000 Science materials, field trips and events (4000)(Base) | \$13,500 Science materials, field trips and events (4000)(Base) |

participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities as well. We have also participated in over 10 STEAM related field trips and activities this year including attendance to NASA's Jet Propulsion Lab, Google Venice, Urban Works makerspace, and participation in iUrban Teen Tech Festival at CSU Dominguez Hills, Los Angeles African American Engineers' Tech Day, and Microsoft Cerritos.

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 test scores are in par with other school districts, and we offer 5 AP courses this year, and over 53 students were enrolled in at least one class. We offer PSAT for 8th-12th grade. Magnolia Science Academy 3 is ranked #1200 in the National Rankings and earned a silver medal by U.S. News. Our Robotics team which helps students who scored Standard Nearly Met on the SBAC competed in San Diego Tournament and won first place. Our video production & Animation course for middle school was able to earn high ranking achievement and awards at the Latino Film Festival in Los Angeles. Here you need to talk about that your data to show that these actions/services have been effective. For example; you can mention your Advanced Math class/club participation or success, Computer class participation and passing rates, STEAM project completion, etc. Three of our teachers were recognized by The City of Carson, The NAACP, and the Leader In Me Conference. We have Advanced Math class/club participation and successful participation, Computer class participation and passing rates are high, and we developed an AP Computer Science course, as well as over 150 STEAM project completion.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We strategize to decrease teacher turnover and decided to add a Vice Principal to be an instructional coach and help support principal with operations of the school. Next year we plan to add in more intervention teachers to support our students academically. We are hiring teachers at a better rate so they will want to invest in the school and students. We ordered chrome books so now we have a 1 to 1 ratio.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, and 6

Local Priorities: N/A

Annual Measurable Outcomes

| Expected | Actual | |
|---|---|-------------------------------------|
| Number of SSC meetings per year: 4 | Current: 7 | By the end of 2018-19 (Planned): 7 |
| Number of ELAC meetings per year: 4 | Current: 4 | By the end of 2018-19 (Planned): 4 |
| Number of PTF meetings per year: 4 | Current: 7 | By the end of 2018-19 (Planned): 7 |
| Number of activities/events for parent involvement per year: 5 | Current: 20 | By the end of 2018-19 (Planned): 30 |
| 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: 21% | 2017-18 (Baseline) | 25% |
| | 2018-19 (Current) | 25% |
| | 2018-19 (End of year Planned) | 25% |
| ADA rate: 97% | 2017-18 (Baseline) | 96.67% |
| | 2018-19 (Current) | 96.04% |
| | 2018-19 (End of year Projected) | 97% |
| Chronic absenteeism rate: 8% | 2017-18 (Baseline) | 6.8% |
| | 2018-19 (Current) | 7.33% |
| | 2018-19 (End of year Projected) | 9% |
| 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) | 95.5% |
| | 2018-19 (End of year Projected) | 100% |

| | | | | | | | | | | | | | | |
|--|--|------|-----------|-----|--------|-----|--|-----------|-------|-----------|------|--------|------|--|
| Student suspension rate: 5% | 2017-18 (Baseline) | 0.9% | | | | | | | | | | | | |
| | 2018-19 (Current) | 2% | | | | | | | | | | | | |
| | 2018-19 (End of year Projected) | 4% | | | | | | | | | | | | |
| Student expulsion rate: 0% | 2017-18 (Baseline) | 0.9% | | | | | | | | | | | | |
| | 2018-19 (Current) | 0.9% | | | | | | | | | | | | |
| | 2018-19 (End of year Projected) | 0.9% | | | | | | | | | | | | |
| School experience survey participation rates will be: | School experience survey participation rates are: | | | | | | | | | | | | | |
| <table border="1"> <tr><td>Students:</td><td>85%</td></tr> <tr><td>Families:</td><td>85%</td></tr> <tr><td>Staff:</td><td>85%</td></tr> </table> | Students: | 85% | Families: | 85% | Staff: | 85% | <table border="1"> <tr><td>Students:</td><td>96.8%</td></tr> <tr><td>Families:</td><td>100%</td></tr> <tr><td>Staff:</td><td>100%</td></tr> </table> | Students: | 96.8% | Families: | 100% | Staff: | 100% | |
| Students: | 85% | | | | | | | | | | | | | |
| Families: | 85% | | | | | | | | | | | | | |
| Staff: | 85% | | | | | | | | | | | | | |
| Students: | 96.8% | | | | | | | | | | | | | |
| Families: | 100% | | | | | | | | | | | | | |
| Staff: | 100% | | | | | | | | | | | | | |
| School experience survey average approval rates will be: | School experience survey average approval rates are: | | | | | | | | | | | | | |
| <table border="1"> <tr><td>Students:</td><td>60%</td></tr> <tr><td>Families:</td><td>85%</td></tr> <tr><td>Staff:</td><td>75%</td></tr> </table> | Students: | 60% | Families: | 85% | Staff: | 75% | <table border="1"> <tr><td>Students:</td><td>56%</td></tr> <tr><td>Families:</td><td>91%</td></tr> <tr><td>Staff:</td><td>69%</td></tr> </table> | Students: | 56% | Families: | 91% | Staff: | 69% | |
| Students: | 60% | | | | | | | | | | | | | |
| Families: | 85% | | | | | | | | | | | | | |
| Staff: | 75% | | | | | | | | | | | | | |
| Students: | 56% | | | | | | | | | | | | | |
| Families: | 91% | | | | | | | | | | | | | |
| Staff: | 69% | | | | | | | | | | | | | |

Actions / Services

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

Action 1

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

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and 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 Parent activities/events expenses (4000)(Base) |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual 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 | We provide parents with access to course material, homework assignments, projects, and records of students' grades through our SIS, and further communicate with the | \$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] |

| | | | |
|--|---|--|--|
| communicate further with the parents of students who are performing below grade level. | parents of students who are performing below grade level. | | |
|--|---|--|--|

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual 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. | \$17,000 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 Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| 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. | 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. | \$46,000 School MFT salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I) | \$50,000 MFT salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I) |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. | We inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. | \$90000 4 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program | \$80,000 2 Office Clerk salaries (2000)(Base); \$30,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| Charter School will offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. | We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation. | \$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] | \$73,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$13,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] |

Action 8

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

Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. | Our staff acknowledges and encourages positive student behavior and improvements. Our teachers have established classroom management procedures, fostered positive relationships, and helped create an atmosphere of trust, respect, and high expectations. | \$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base) | \$5,000 PD on PBIS, restorative practices, classroom management (5000)(Base) |

Action 10

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

Analysis

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

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

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

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

The actions/services have been effective as measured by progress towards our annual measurable outcomes. We have to focus more attention on ADA, we decreased slightly. We have sufficient stakeholder meetings; over 40 per year and we offer a variety of ways for students to stay connected but we have to improve our survey results. Offering electives, the students want, hearing more from parents on their priorities and ensuring teachers are doing home visits effectively and strategically.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Home visit increase over \$10,000 to reach more students who need intervention. There was minimal increases. We had 185 home visits for the 2017-2018 school year. We plan to have the same goal.

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

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

Stakeholder Engagement

LCAP Year: 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.

MSA-3 experiences strong and consistent parent participation. All admin have an open door policy and actively seek to respond to parent concerns and resolve issues directly at the site level.

MSA-3 is proud to have strong parent advocacy. Parents have directly participated in events such as Prop 39 and LAUSD Board meetings to use their voice in support of school and student needs. Weekly Coffee with Admin meetings are the regular channel for in-person stakeholder updates and feedback, with formal stakeholder channels such as Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, Principal meetings, and staff meetings being held regularly. 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 regular surveys for parents, students, and staff to obtain critical feedback from stakeholders. These surveys are given regularly twice a year and contain in depth categories of questioning to yield input on important school elements such as instruction, safety, climate, and more. Staff also conduct home visits as a way of deepening engagement, understanding, and support for families and students. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

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

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include four PTF meetings, four SSC meetings, four ELAC meetings, at least five parent activities/events including two Coffee with the Principal meetings, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement. A majority of our stakeholders participated in this survey. The Charter School staff has also made 141 home visits during this school year and sought feedback from the parents for school improvement.

Impact on LCAP and Annual Update

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(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 | 100% | 100% | 100% | 100% |

| | | | | |
|---|---|---|---|---|
| fully credentialed as required by law and the charter | | | | |
| Percentage of students who will have sufficient access to standards-aligned instructional materials | 100% | 100% | 100% | 100% |
| Percentage of items on facility inspection checklists in compliance/good standing | 90% | 90% | 90% | 90% |
| Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8): | 2016-17 (Baseline): | 2017-18 (Expected): | 2018-19 (Expected): | 2019-20 (Expected): |
| | All Students: 43% | All Students: 5 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 5 percentage points up from the prior year |
| | English Learners: Less than 1% | English Learners: 5 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: 40% | Socioeconomically Disadvantaged: 5 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: 11% | Students with Disabilities: 5 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 |
| | African American: 41.16% | African American: 5 percentage points up from the prior year | African American: 3 percentage points up from the prior year | African American: 3 percentage points up from the prior year |
| | Hispanic: 42.22% | Hispanic: 5 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 |
| Change in Average Distance from Standard on the CASSPP-ELA/Literacy assessments (Grades 3-8) | 2016-17 (Baseline): | 2017-18 (Expected): | 2018-19 (Expected): | 2019-20 (Expected): |
| | All Students: 28.9 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: 37.5 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: 28.7 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 |
| | Students with Disabilities: 85.8 points below standard | Students with Disabilities: 3 points up from the prior year | Students with Disabilities: 3 points up from the prior year | Students with Disabilities: 3 points up from the prior year |
| | African American: 30.9 points below standard | African American: 3 points up from the prior year | African American: 3 points up from the prior year | African American: 3 points up from the prior year |
| | Hispanic: 30.9 points below standard | Hispanic: 3 points up from the prior year | Hispanic: 3 points up from the prior year | Hispanic: 3 points up from the prior year |
| Percentage of students meeting their growth targets on the MAP-Reading assessment (Grades 3-10) | 2016-17 (Baseline): | 2017-18 (Expected): | 2018-19 (Expected): | 2019-20 (Expected): |
| | All Students: 46% | All Students: 2 percentage points up from the prior year | All Students: 2 percentage points up from the prior year | All Students: 2 percentage points up from the prior year |
| | English Learners: 33% | English Learners: 2 percentage points up from the prior year | English Learners: 2 percentage points up from the prior year | English Learners: 2 percentage points up from the prior year |
| | Socioeconomically Disadvantaged: 46% | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Socioeconomically Disadvantaged: 2 percentage points up from the prior year |
| | Students with Disabilities: 36% | Students with Disabilities: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year |
| | African American: 41% | African American: 2 percentage points up from the prior year | African American: 2 percentage points up from the prior year | African American: 2 percentage points up from the prior year |
| | Hispanic: 45% | Hispanic: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year |

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|---|--|--|--|--|--|--|--|---|--|--|--|--|--|--|---|--|--|---|--|--|--|---|--|--|---|--|--|--|
| | | <table border="1"> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>African American: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table> | Students with Disabilities: 2 percentage points up from the prior year | African American: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year | <table border="1"> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>African American: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table> | Students with Disabilities: 2 percentage points up from the prior year | African American: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year | <table border="1"> <tr><td>Students with Disabilities: 2 percentage points up from the prior year</td></tr> <tr><td>African American: 2 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 2 percentage points up from the prior year</td></tr> </table> | Students with Disabilities: 2 percentage points up from the prior year | African American: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year | | | | | | | | | | | | | | | |
| Students with Disabilities: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8): | <p>2016-17 (Baseline):</p> <table border="1"> <tr><td>All Students: 22%</td></tr> <tr><td>English Learners: 0%</td></tr> <tr><td>Socioeconomically Disadvantaged: 21%</td></tr> <tr><td>Students with Disabilities: 27%</td></tr> <tr><td>African American: 17%</td></tr> <tr><td>Hispanic: 26%</td></tr> </table> | All Students: 22% | English Learners: 0% | Socioeconomically Disadvantaged: 21% | Students with Disabilities: 27% | African American: 17% | Hispanic: 26% | <p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>African American: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> </table> | All Students: 5 percentage points up from the prior year | English Learners: 5 percentage points up from the prior year | Socioeconomically Disadvantaged: 5 percentage points up from the prior year | Students with Disabilities: 5 percentage points up from the prior year | African American: 5 percentage points up from the prior year | Hispanic: 5 percentage points up from the prior year | <p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>African American: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> </table> | All Students: 5 percentage points up from the prior year | English Learners: 5 percentage points up from the prior year | Socioeconomically Disadvantaged: 5 percentage points up from the prior year | Students with Disabilities: 5 percentage points up from the prior year | African American: 5 percentage points up from the prior year | Hispanic: 5 percentage points up from the prior year | <p>2019-20 (Expected):</p> <table border="1"> <tr><td>All Students: 5 percentage points up from the prior year</td></tr> <tr><td>English Learners: 5 percentage points up from the prior year</td></tr> <tr><td>Socioeconomically Disadvantaged: 5 percentage points up from the prior year</td></tr> <tr><td>Students with Disabilities: 5 percentage points up from the prior year</td></tr> <tr><td>African American: 5 percentage points up from the prior year</td></tr> <tr><td>Hispanic: 5 percentage points up from the prior year</td></tr> </table> | All Students: 5 percentage points up from the prior year | English Learners: 5 percentage points up from the prior year | Socioeconomically Disadvantaged: 5 percentage points up from the prior year | Students with Disabilities: 5 percentage points up from the prior year | African American: 5 percentage points up from the prior year | Hispanic: 5 percentage points up from the prior year |
| All Students: 22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners: 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged: 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities: 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 17% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Socioeconomically Disadvantaged: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| African American: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 5 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8) | <p>2016-17 (Baseline):</p> <table border="1"> <tr><td>All Students: 72.7 points below standard</td></tr> <tr><td>English Learners: 88 points below standard</td></tr> <tr><td>Socioeconomically Disadvantaged: 71.8 points below standard</td></tr> <tr><td>Students with Disabilities: 128.9 points below standard</td></tr> <tr><td>African American: 79.5 points below standard</td></tr> <tr><td>Hispanic: 30.9 points below standard</td></tr> </table> | All Students: 72.7 points below standard | English Learners: 88 points below standard | Socioeconomically Disadvantaged: 71.8 points below standard | Students with Disabilities: 128.9 points below standard | African American: 79.5 points below standard | Hispanic: 30.9 points below standard | <p>2017-18 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically 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>African American: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> </table> | 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 | African American: 3 points up from the prior year | Hispanic: 3 points up from the prior year | <p>2018-19 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically 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>African American: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> </table> | 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 | African American: 3 points up from the prior year | Hispanic: 3 points up from the prior year | <p>2019-20 (Expected):</p> <table border="1"> <tr><td>All Students: 3 points up from the prior year</td></tr> <tr><td>English Learners: 3 points up from the prior year</td></tr> <tr><td>Socioeconomically 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>African American: 3 points up from the prior year</td></tr> <tr><td>Hispanic: 3 points up from the prior year</td></tr> </table> | 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 | African American: 3 points up from the prior year | Hispanic: 3 points up from the prior year |
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| English Learners: 88 points below standard | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged: 71.8 points below standard | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities: 128.9 points below standard | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 79.5 points below standard | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 30.9 points below standard | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 3 points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 3 points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 3 points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 3 points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American: 3 points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic: 3 points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10) | <p>2016-17 (Baseline):</p> <table border="1"> <tr><td>All Students: 38%</td></tr> <tr><td>English Learners: 47%</td></tr> <tr><td>Socioeconomically Disadvantaged: 38%</td></tr> </table> | All Students: 38% | English Learners: 47% | Socioeconomically Disadvantaged: 38% | <p>2017-18 (Expected):</p> <table border="1"> <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> </table> | All Students: 2 percentage points up from the prior year | English Learners: 2 percentage points up from the prior year | <p>2018-19 (Expected):</p> <table border="1"> <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> </table> | All Students: 2 percentage points up from the prior year | English Learners: 2 percentage points up from the prior year | <p>2019-20 (Expected):</p> <table border="1"> <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> </table> | All Students: 2 percentage points up from the prior year | English Learners: 2 percentage points up from the prior year | | | | | | | | | | | | | | | |
| All Students: 38% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners: 47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged: 38% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners: 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners: 2 percentage points up from the prior year | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | Students with Disabilities: 29% | African American: 32% | Hispanic: 44% | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year | African American: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year | Socioeconomically Disadvantaged: 2 percentage points up from the prior year | Students with Disabilities: 2 percentage points up from the prior year | African American: 2 percentage points up from the prior year | Hispanic: 2 percentage points up from the prior year |
|---|---------------------------------|-----------------------|---------------|---|--|--|--|---|--|--|--|
| Percentage of EL students making annual progress in learning English as measured by the ELPAC | 71% | | | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 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 | 22% | | | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 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 | 68% | | | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 1 percentage point up from the prior year | 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 ELA and Mathematics on Smarter Balanced Summative Assessments | 19% | | | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 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 have passed an AP exam with a score of 3 or higher | 40% | | | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 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% | | | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year |
| Percentage of students in grades 9-11 who will participate in the PSAT test | 100% | | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test | 8% | | | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year | 2 percentage points up from the prior year |

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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)

All students

School-wide

MSA 3

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 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.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|--|
| Amount | \$13,000 | \$13,000 | \$19,000 |
| Source | Base | Base | Title 2 |
| Budget Reference | \$6,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base) | \$6,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base): Teaching PD \$4,000 | \$12,000 BTSA expenses (5000)(Base); \$3,000 EL authorization expenses (5000)(Base): Teaching PD \$4,000 |

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)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------------------|-----------------------------|---|
| Amount | \$52,043 | \$51,000 | \$51,000 |
| Source | Base | Base | Base, Lottery |
| Budget Reference | \$23,500 Books (4000)(Base); \$28,543 | \$20,000 Books(4000)(Base); | \$30,000 Books (4000)(Base); \$21,000 Instructional materials (4000)(Lottery) |

| | | | |
|--|--------------------------------------|---|--|
| | Instructional materials (4000)(Base) | \$31,000 Instructional materials (4000)(Base) | |
|--|--------------------------------------|---|--|

Action 3

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

Students to be Served:

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

Location(s):

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

| | |
|-----|-------------|
| All | All Schools |
|-----|-------------|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|--------------|-------------|-------|
| All students | School-wide | MSA 3 |
|--------------|-------------|-------|

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

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$23,800 | \$5,000 | \$5,000 |
| Source | Base | Base | Base |
| Budget Reference | \$23,800 Janitorial services (5000)(Base) | \$5,000 Janitorial services (5000)(Base) | \$5,000 Janitorial services (5000)(Base) |

Action 4

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

Students to be Served:

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

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)

| | | |
|---|----------|-------------|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

| | | |
|--|-----------------------------|-----------------------------|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Charter School 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. | See description for 2017-18 | See description for 2017-18 |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$116,500 | \$162,000 | \$32,730 |
| Source | Base | Base | Base , MTSS |
| Budget Reference | \$30,000 Professional Development (5000)(Base); \$1,500 TeachBoost fees (5000)(Base); \$85,000 Instructional Coach salary and benefits (1000)(3000)(Base) | \$55,000 Professional Development (5000)(Base); \$1,800 TeachBoost fees (5000)(Base); \$89,000 Instructional Coach salary and benefits (1000)(3000)(Base) (5000)(Base); | \$30,875 Professional Development (5000)(Base, MTSS); \$1,855 TeachBoost fees (5000)(Base); |

Action 5

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

Location(s):

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

Students to be Served:

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

| | |
|--------------|-------|
| All students | MSA 3 |
|--------------|-------|

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, 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 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. | See description for 2017-18 | See description for 2017-18 |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$70,000 | \$80,000 | \$84,000 |
| Source | S&C; Title I | S&C; Title I | S&C; Title I |
| Budget Reference | \$55,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$2,000 EL supplemental materials (4000)(Title I) | \$66,000 EL Coordinator salary (1000)(S&C); \$13,000 Benefits (3000)(S&C); \$2,000 EL supplemental materials (4000)(Title I) | \$65,318 EL Coordinator salary (1000)(S&C); \$16,330 Benefits (3000)(S&C); \$2,000 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:

Location(s):

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

(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):

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School teachers will 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.

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$4,000 | \$4,000 | \$3,000 |
| 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) | \$3,000 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)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

See description for 2017-18

See description for 2017-18

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Amount | \$65,000 | \$120,000 | \$146,241 |
| Source | Title I | Title I | Title I |
| Budget Reference | \$20,000 Intervention teacher salaries (1000)(Title I); \$40,000 Two teacher aide salaries (2000)(Title I); \$15,000 Benefits (3000)(Title I) | \$90,000 Intervention teachers and or aides salaries (1000)(Title I); \$30,000 Benefits (3000)(Title I) | \$74,000 Intervention Instructional teacher (1000)(Title I); 30,329 Intervention Instructional aide (2000)(Title1); \$12,664 intervention aide (2000)(base), \$29,248 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:**Location(s):**

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | \$15,000 | \$113,234.12 | \$113,234.12 |
| Source | ASES | ASES | ASES |
| Budget Reference | \$15,000 Three teacher stipends (1000)(ASES) | \$113,242.12 Contract with Arc, Teacher & program stipends (1000)(ASES) | \$50,000 coaches, tutors & academic enrichment & athletics program coordinator, (1000)(ASES), instructional materials \$10,000 (4000) (ASES), student materials/ office supplies \$8,000, \$25,000 field trips (5000)(ASES), \$20,000 facilities (5000)(ASES) |

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)

| | | |
|---|----------|-------------|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

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

2018-19 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 | \$92,500 | \$92,500 | \$116,554 |
| Source | Base; Title I | Base; Title I | Base; Title I |
| Budget Reference | 80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I) | 80,000 one dean of academics and one Title-I coordinator salaries (1000)(Base); \$60,000 Benefits (3000)(Base); \$6,500 Illuminate SIS & DnA (5000)(Base); \$6,000 MAP testing fees (5000)(Title I) | 82,608 one dean of academics (1000)(Base); \$20,652 Benefits (3000)(Base); \$7,919 Illuminate SIS & DNA (5000)(Base); \$5,375 MAP-NWEA testing fees (5000)(Title I) |

Action 10

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

Students to be Served:

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

Location(s):

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

| | |
|-----|-------------|
| All | All Schools |
|-----|-------------|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|---|----------|-------------|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|-----------------------------|-----------------------------|
| Charter School 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 | \$93,750 |
| Source | Base | Base | Base |
| Budget Reference | \$64,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base) | \$64,000 College Counselor salary (1000)(Base); \$15,000 Benefits (3000)(Base) | \$75,000 College Counselors salary (1000)(Base); \$18,750 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)

| | | |
|---|----------|-------------|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|-----------------------------|-----------------------------|
| Charter School 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 |
|---|-----------------------------|-----------------------------|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$7,000 | \$7,000 | \$12,000 |
| Source | Base | Base | Base |
| Budget Reference | \$7,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base) | \$7,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base) | \$12,000 AP Teacher additional salaries (1000)(Base) [Duplicated Expense: See Goal 2: Action 1]; AP course materials (3000)(Base) |

Action 12

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

Students to be Served:

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

Location(s):

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

| | |
|--------------|-------|
| All students | MSA 3 |
|--------------|-------|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|---|----------|-------------|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|-----------------------------|-----------------------------|
| Charter School 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 | \$9,750 |
| Source | Base | Base | Base |
| Budget Reference | \$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base) | \$2,000 Naviance program (5000)(Base); \$3,000 College preparation materials (4000)(Base) | \$2,750 Naviance program (5000)(Base); \$7,000 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 petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters | 100% | 100% | 100% | 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% | 100% | 100% | 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% | 5% | 5% | 5% |
| 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% | 90% | 95% |
|---|-----|-----|-----|-----|

Planned Actions / Services

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

Action 1

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

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)

| | | |
|---|----------|-------------|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

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

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|-------------|-------------|-------------|
| Amount | \$2,530,000 | \$2,530,000 | \$2,530,000 |

| | | | |
|------------------|--|--|--|
| Source | Base; Donations | Base; Donations | Base; Donations |
| Budget Reference | \$2,000,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations) | \$2,000,000 Teacher salaries (1000)(Base); \$500,000 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations) | \$1,704,808 Teacher salaries (1000)(Base); \$426,202 Benefits (3000)(Base); \$10,000 Online courses (5000)(Base); \$20,000 Field trip expenses (5000)(Donations) |

Action 2

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

Students to be Served:

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

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)

| | | |
|---|----------|-------------|
| English Learner, Foster Youth, Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|-----------------------------|-----------------------------|
| Charter School 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 | \$293,000 | \$308,000 | \$105,720 |
| Source | Base | Base | Base |

| | | | |
|-------------------------|--|--|--|
| Budget Reference | \$248,000 Principal and 2 Deans of Academics salaries (1000)(Base); \$45,000 Benefits (3000)(Base) | \$263,000 1 Principal and 1 Deans of Academic and 1 Vice Principal salaries (1000)(Base); \$45,000 Benefits (3000)(Base) | \$105,720 1 Principal (1000)(Base); \$26,430 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)

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)

| | | |
|--|----------|-------------|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |
|--|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|-----------------------------|-----------------------------|
| Charter School will offer Accelerated and/or Advanced Math class and/or Advanced Math club to students in grades 6-8. | See description for 2017-18 | See description for 2017-18 |
|---|-----------------------------|-----------------------------|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------|---------|---------|
| Amount | \$0 | \$0 | \$0 |
| Source | Base | Base | Base |

| | | | |
|------------------|---|---|---|
| Budget Reference | Duplicated expense, included in Goal 2 Action 1 | Duplicated expense, included in Goal 2 Action 1 | Duplicated expense, included in 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)

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)

| | | |
|--|----------|-------------|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |
|--|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

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

2018-19 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 | \$122,000 | \$127,000 | \$231,756 |
| Source | Base | Base | Base |
| Budget Reference | \$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 | \$75,000 1 IT staff salary (2000)(Base); \$17,000 Benefits (3000)(Base); \$80,000 1 Computer/Technology teacher salary | \$77,498 1 IT staff salary (2000)(Base); \$23,250 Benefits (3000)(Base); \$71,152 Computer/Technology teacher salary and |

| | | | |
|--|---|--|--|
| | Computer/Technology teacher salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$20,000 Computers; \$15,000 Technology expenses | and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$25,000 Computers; \$15,000 Technology expenses | \$17,538 benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 2: Action 1]; \$11,617 chromebooks (6000)(title 4) , 7,400 Computers (4000)(base); \$24,300 Technology expenses |
|--|---|--|--|

Action 5

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

Students to be Served:

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

Location(s):

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

| | |
|-----|-------------|
| All | All Schools |
|-----|-------------|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|--|----------|-------------|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |
|--|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

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

| | | | |
|------------------|---|---|---|
| Budget Reference | \$10,000 Science materials, field trips and college pathways (4000)(Base) | \$10,000 Science materials, field trips and college pathways (4000)(Base) | \$5,000 Science & college pathways materials (4000)(Base), \$5,000 field trips (5000)(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 | 7 | 4 | 4 | | | | | | | | | | | | |
| Number of ELAC meetings per year | 4 | 4 | 4 | 4 | | | | | | | | | | | | |
| Number of PTF meetings per year | 4 | 7 | 4 | 4 | | | | | | | | | | | | |
| Number of activities/events for parent involvement per year | 5 | 20 | 25 | 25 | | | | | | | | | | | | |
| 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 | 20% | 20% | 20% | 20% | | | | | | | | | | | | |
| ADA rate | 97% | 97% | 97% | 97% | | | | | | | | | | | | |
| Chronic absenteeism rate | 10% | 10% | 9% | 8% | | | | | | | | | | | | |
| 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 | <table border="1"> <tr> <td>Students: 76%</td> </tr> <tr> <td>Families: 48.3%</td> </tr> <tr> <td>Staff: 90.2%</td> </tr> </table> | Students: 76% | Families: 48.3% | Staff: 90.2% | <table border="1"> <tr> <td>Students: 86.3%</td> </tr> <tr> <td>Families: 91%</td> </tr> <tr> <td>Staff: 100%</td> </tr> </table> | Students: 86.3% | Families: 91% | Staff: 100% | <table border="1"> <tr> <td>Students: 85%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 85%</td> </tr> </table> | Students: 85% | Families: 85% | Staff: 85% | <table border="1"> <tr> <td>Students: 85%</td> </tr> <tr> <td>Families: 85%</td> </tr> <tr> <td>Staff: 85%</td> </tr> </table> | Students: 85% | Families: 85% | Staff: 85% |
| Students: 76% | | | | | | | | | | | | | | | | |
| Families: 48.3% | | | | | | | | | | | | | | | | |
| Staff: 90.2% | | | | | | | | | | | | | | | | |
| Students: 86.3% | | | | | | | | | | | | | | | | |
| Families: 91% | | | | | | | | | | | | | | | | |
| Staff: 100% | | | | | | | | | | | | | | | | |
| Students: 85% | | | | | | | | | | | | | | | | |
| Families: 85% | | | | | | | | | | | | | | | | |
| Staff: 85% | | | | | | | | | | | | | | | | |
| Students: 85% | | | | | | | | | | | | | | | | |
| Families: 85% | | | | | | | | | | | | | | | | |
| Staff: 85% | | | | | | | | | | | | | | | | |

| | | | | |
|---|---------------|---------------|---------------|---------------|
| School experience survey average approval rates | Students: 57% | Students: 59% | Students: 56% | Students: 60% |
| | Families: 87% | Families: 87% | Families: 91% | Families: 90% |
| | Staff: 64% | Staff: 72% | Staff: 69% | Staff: 70% |
| | | | | |

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)

English Learners, Foster Youth, 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

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|-----------------------------|-----------------------------|
| Charter School will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings. | See description for 2017-18 | See description for 2017-18 |
|---|-----------------------------|-----------------------------|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$3,000 | \$8,000 | \$3,000 |
| Source | Title I | Title I | Title I |
| Budget Reference | \$3,000 Parent meeting expenses (4000)(Title I) | \$8,000 Parent meeting expenses (4000)(Title I) | \$3,000 Parent meeting expenses (4000)(Title I) |

Action 2

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

Students to be Served:

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

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)

| | | |
|--|----------|-------------|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |
|--|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|-----------------------------|-----------------------------|
| Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. | See description for 2017-18 | 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 (4000)(Base) |

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income

LEA-wide

ALL Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School 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 | \$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] | \$6,500 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

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 | \$10,000 | \$17,000 | \$23,166 |
| Source | Title I | Title I | Title I |
| Budget Reference | \$10,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1] | \$17,000 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1] | \$23,166 Home visit compensation (1000)(3000)(5000)(Title I) [Duplicated Expense: See Goal 2: Action 1] |

Action 5

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20
Actions/Services

Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional

See description for 2017-18

See description for 2017-18

| | | |
|--|--|--|
| support will be provided to address student needs. | | |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$62,000 | \$75,000 | \$74,522 |
| Source | S&C; Title I | S&C; Title I | S&C |
| Budget Reference | \$47,000 Edge Coaching (5000)(Title I) ; \$15,000 Benefits (3000)(S&C); | \$60,000 MFT Counselor salary (1000)(S&C); \$15,000 Benefits (3000)(S&C); Edge Coaching (5000)(Title I) | \$57,324 MFT Counselor salary (1000)(S&C); \$17,197 Benefits (3000)(S&C); Edge Coaching (5000)(Title I) |

Action 6

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

Students to be Served:

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

Location(s):

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

| | |
|-----|-------------|
| All | All Schools |
|-----|-------------|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|--|----------|-------------|
| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |
|--|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19
Actions/Services

2019-20 Actions/Services

| | | |
|---|-----------------------------|-----------------------------|
| Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. | See description for 2017-18 | See description for 2017-18 |
|---|-----------------------------|-----------------------------|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$136,500 | \$151,500 | \$151,500 |
| Source | Base | Base | Base |
| Budget Reference | \$90000 4 Office Clerk salaries (2000)(Base); \$45,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program | \$90000 4 Office Clerk salaries (2000)(Base); \$60,000 Benefits (3000)(Base); \$1,500 Parent Reach notification program | \$96,812 Office Clerk salaries (2000)(Base); \$29,044 Benefits (3000)(Base); \$2,500 Parent Square 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)

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)

| | | |
|-----------------------------------|----------|-------------|
| English, Foster Youth, Low Income | LEA-wide | All Schools |
|-----------------------------------|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|-----------------------------|-----------------------------|
| Charter School 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. | See description for 2017-18 | See description for 2017-18 |
|--|-----------------------------|-----------------------------|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$89,000 | \$83,000 | \$85,000 |
| Source | Base | Base | Base |
| Budget Reference | \$64,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] | \$73,000 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 2: Action 1] | \$75,600 College counselor salary and benefits (1000)(3000)(Base) [Duplicated Expense: See Goal 1: Action 10]; \$10,000 Online courses (5000)(Base) [Duplicated Expense: See Goal 1: Action 9] |

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to

See description for 2017-18

See description for 2017-18

| | | |
|--|--|--|
| suspension/expulsion, including restorative practices. | | |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|--|--|
| Amount | \$85,000 | \$95,000 | \$107,000 |
| Source | Base | Base | Base |
| Budget Reference | \$70,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base)0 | \$80,000 1 Dean of Students (1000)(Base); \$15,000 Benefits (3000)(Base) | \$85,000 1 Dean of Students (1000)(Base); \$22,000 Benefits (3000)(Base) |

Action 9

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

Students to be Served:

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

Location(s):

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

| | |
|--------------|------------|
| All Students | All Schols |
|--------------|------------|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|---|----------|-------------|
| English Learners, Foster Youth, and/or Low Income | LEA-wide | All Schools |
|---|----------|-------------|

Actions/Services

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

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

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

| | | |
|-----------|-----------|-----------|
| Unchanged | Unchanged | Unchanged |
|-----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|-----------------------------|-----------------------------|
| Charter School staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an | See description for 2017-18 | See description for 2017-18 |
|--|-----------------------------|-----------------------------|

atmosphere of trust, respect, and high expectations.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|--|
| Amount | \$3,000 | \$10,000 | \$5,000 |
| Source | Base | Base | Base |
| Budget Reference | \$3,000 PD on PBIS, restorative practices, classroom management (5000)(Base) | \$10,000 PD on PBIS, restorative practices, classroom management (5000)(Base) | \$5,000 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)

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Charter School will annually administer school experience

2018-19 Actions/Services

See description for 2017-18

2019-20 Actions/Services

See description for 2017-18

| | | |
|--|--|--|
| surveys to students, parents, and staff. | | |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$2,000 | \$2,000 | \$1,582 |
| Source | Base | Base | Base |
| Budget Reference | \$2,000 Panorama Education surveys (5000)(Base) | \$2,000 Panorama Education surveys (5000)(Base) | \$1,582 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 |
|--|--|
| \$ 1,131,960 | 27.16% |

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

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

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

| | |
|--------------|---------|
| \$ 1,150,526 | 30.60 % |
|--------------|---------|

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 minutes' 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 Scholl 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 |
|--|--|
|--|--|

| | |
|--------------|---------|
| \$ 1,032,201 | 30.61 % |
|--------------|---------|

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

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

- Charter School will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- Charter School teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework.
- ELD and ELA teachers will provide designated ELD to all EL students, with EL students who are Levels 1-3 participating in a full class period of targeted, protected ELD (differentiated by proficiency level), and Levels 4-5 receiving designated ELD in their ELA class, and, where possible, in an additional 25 minutes' session that focuses on reading and writing strategies, practice in speaking and listening, and academic vocabulary.
- During the day, Charter School will provide additional supports and interventions to all students, including ELs. Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday. Charter School strives to refine targeted intervention and tutoring programs and plans to expand after school, Saturday school, and summer school opportunities.
- Charter School will provide ongoing Parent Training for all our parents, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our parents. Charter School will provide targeted assistance to low income students and their families in career/college readiness activities and guidance, including how to get financial aid. Parent training topics include, but are not limited to, how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and other areas that will benefit all our students, including our unduplicated students.

- Foster youth will receive educational counseling. Foster youth will receive academic supports and remediation and will be encouraged and supported to engage in extracurricular activities in order to mitigate the effects of school mobility on foster youth.
- Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, Charter School uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with students performing below grade level.
- Charter School staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. Charter School will provide academic supports and remediation, Life Skills classes, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social-emotional progress.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

[Plan Summary](#)

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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?

Prepared by the California Department of Education, January 2019

