Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Magnolia Science Academy Bell	Jason Hernandez, Principal	jhernandez@magnoliapublicschools.org 323-826-3925

2017-20 Plan Summary

The Story

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

Magnolia Science Academy Bell, is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM).

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has 495 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 93% Hispanic/Latino and 7% White (Arabic), 86% socioeconomically disadvantaged, 11% special education, and 10% English language learner population.

We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA Bell is supplemented by tutoring, after-school programs, and families training.

LCAP Highlights

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

The LCAP goals started through a collaborative effort of gathering input from all stakeholders and available data from surveys and student academic performance. Based on input and data, we have revised our existing actions/services, measurable outcomes, and planned for new ones.

Some of the highlights include:

1. Stakeholder engagement in the shared decision making, especially in the area of blending learning and academic area of mathematics for all students and support of student groups (ELLs and SWD) in ELA and math.

2. Opportunities for professional learning for all stakeholders through workshops and supports, in socioemotional development and academic support in areas like mathematics and blending learning.

3. School community that provides programs to support the socioemotional development and academic learning of all students.

Our learning community has worked on its expected annual measurable outcomes to set targets in areas of greatest need and to close performance gaps among student groups.

Review of Performance

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

MSA Bell stakeholders conducted an analysis of data and information available. It has identified the following as areas of strength.

1. Suspension Indictor on the California Dashboard is at a blue or very low rate and levels maintain

2. English Language Progress Indicator on the California Dashboard is at a blue or very high level and continues to maintain this level

3. English Language Arts Indicator on the California Dashboard is at yellow or low, but it has increased a level for all student groups in the spring 2017 to the fall of 2017

4. Mathematics indicators on the California is in the low range, but the student group with disabilities has increased a color level from the spring of 2017 to the fall of 2017

MSA Bell seeks to continually develop professional learning opportunities for all stakeholders in the area of socioemotional development, especially staff that is continually tasked with supporting students beyond the daily academic challenges. Potential trainings include coaching adolescents in executive functioning skills.

MSA Bell continues to be prideful in the development and academic capacity of its ELLs. Continual support and compliance is provided to the staff in the form of professional learning opportunities, grade level meetings, webinars, and other trainings. CHATS framework has been strategy of focus among staff members. In the classroom, students are introduced to literacy opportunities and strategies for comprehension and development in all courses. Enrichment in the development of language includes engagement with higher-order thinking questions, various scaffolding and accommodations to support language acquisition, cooperative groups, explicit direct instruction, word walls, content and language learning objectives. Continually development in this field will be provided to all stakeholders, especially since the state expectations are changing with the introduction of the ELPAC.

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

MSA Bell stakeholders conducted an analysis of data and other formative and informative information available. It has identified the following as areas of need in order to close the achievement gap.

1. Mathematics indicator on the California Dashboard is at orange or low for all student groups. The exception is the student group that is labeled socioeconomically disadvantaged, which is on the color indicator of yellow or low.

2. English Language Arts indicator on the California Dashboard is at yellow or low for all students. The student group, students with disabilities, is at an orange or very low.

3. Per student survey, the usage of technology is high and perceived as the main teaching tool, instead of a supplement to enhance the learning experience.

4. Per staff survey, teacher development for new members to the school site is essential for success.

MSA Bell seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics. A new teaching position being created is a STEAM teacher. This teacher will collaborate with the educational team to identify areas of greatest need in ELA and Mathematics and create a course curriculum that capitalizes in these opportunities. The course will increase student exposure to the fields of mathematics and engineering.

MSA Bell will seek to solidify the inclusion model on campus. Plans are being created to identify a coordinator to oversee SpEd compliance and training for all teachers in their work with SWD. Additional support will be in the form of classroom collaborative teaching and planning, research and identifying trainings to fulfil the areas of need and seek opportunities to collaborate with other schools around the idea of full inclusion.

MSA Bell seeks to solidify the blended learning program and change the narrative for all members of the community that technology is a critical component of today's world and develop a belief that it is an extension of the educational experience (good teaching). Alongside this narrative, digital citizenship will be streamlined across the campus to align with the vision of the school to educate young individuals that will contribute to the community as a socially responsible and educated member of society.

MSA Bell seeks to further understand the needs of the teaching community and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, site-based orientation that addresses school and individual needs, mentorship program with a seasoned staff member on site, and other strategies of support are currently being investigated.

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

Greatest Area of Need

1. Math, Student Group: English Language Learners

2. Math, Student Group: Students with Disabilities

3. English Language Arts, Student Group: SWD

Intervention/Action Plan

English Language Learners and Students with Disabilities have been identified as the group of greatest need on the school site in the area of mathematics and English Language Arts. MSA Bell is currently in the process of developing an intervention course/elective for incoming 6th grade students. The course will focus on the identified focus areas of math with the emphasize on project-based learning, engineering, and academic discourse.

Secondly, we will continue to provide access to intervention programs, like ST Math, which students can utilize at school and home. Families will be educated on the resources that are available for academic support.

Lastly, there is continual effort to provide sheltered instruction, which is an approach to teaching English Language Learners in a manner that makes the content comprehendible to the learner. MSA Bell has identified that there are students that qualify under both student groups: SWD and ELL. The utilization of the CHATS framework for language acquisition will benefit that student groups that are struggling by providing various strategies that assist in the acquisition and development of language.

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

Goal 1

MSA Bell provides academic excellence to all students.

State and/or Local Priorities addressed by this goal:

Priority 1:

1. To ensure teachers are appropriately assigned and properly credentialed

Priority 2:

1. To maintain implementation of CCSS for all students, including subgroups

2. To ensure teachers are trained in CCSS and the pedagogical shifts in support of increasing student learning and SBAC readiness

3. To ensure English Learners can access the CCSS and ELD standards.

4. To increase the percentage of students who are on track to be college- and career- readiness

5. Begin integration of "A," arts in core curriculum

Priority 4:

1. To ensure a rigorous and relevant academic program

2. To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the SBAC assessment system

3. To increase the percentage of ELs who meet or exceed the criteria for reclassification

Priority 7:

1. Ensure students have sufficient access to CCSS aligned instructional materials

Priority 8:

1. Collect, analyze and use multiple measures of student performance to increase student proficiency

Annual Measurable Outcomes

Expected	Actual
PRIORITY 1	**PRIORITY 1**
100% of MSA Bell's teachers will be appropriately assigned and properly credentialed as required by law and the charter.	100% of MSA Bell's teachers are appropriately assigned and properly credentialed as required by law and the charter.
PRIORITY 2	**PRIORITY 2**
MSA Bell will maintain 100% implementation of CCSS.	MSA Bell implemented CCSS with 100% fidelity
MSA Bell teachers will receive at least 3-trainings/professional developments on the CCSS.	MSA Bell teachers received at least 3-trainings and/or professional development on the CCSS through course work, staff PLC, etc.
MSA Bell teachers will receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning.	MSA Bell teachers receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning through course work, staff PLC, etc.
MSA Bell teachers will receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners.	MSA Bell teachers receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners through course work, staff PLC, etc.
100% of MSA Bell students will participate in advisory course that covers college talk. (a-g requirements, college field trips, etc.)	100% of MSA Bell students participate in advisory course that covers college talk.
MSA Bell teachers will receive at least 1 training in the integration of ARTS in the core curriculum.	MSA Bell teachers receive at least 1 training in the integration of ARTS in the core curriculum through professional development training, staff PLC, or visiting schools with promising practices, etc.
PRIORITY 4	**PRIORITY 4**
For all student, including subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5 points from fall to spring. **2018-19 (Expected):** **ELA** All Students: 33%	in progress

| English Learners: 5% |
| Socioeconomically Disadvantaged: 32% |
| Students with Disabilities: 5% |
| Hispanic: 34% |
| White: 29% |

Math

| All Students: 21% |
| English Learners: 5% |
| Socioeconomically Disadvantaged: 21% |
| Students with Disabilities: 5% |
| Hispanic: 21% |
| White: 30% |

Percentage of students performing proficient on the CAASPP 2018-19 (Expected):
Math

| All Students: 27% |
| English Learners: 5% |
| Socioeconomically Disadvantaged: 26% |
| Students with Disabilities: 11% |
| Hispanic: 5 percentage points up from the prior year |
| White: 5 percentage points up from the prior year |

in progress

Expected	Actual
ELA All Students: 45% English Learners: 5% Socioeconomically Disadvantaged: 44% Students with Disabilities: 18% Hispanic: 46% White: 34%	
The percentage of EL students who are reclassified will increase by 1% from the prior year.	in progress

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
Priority 1: MSA Bell administration will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	**Priority 1:** MSA Bell administration conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs.	$2,114,083.00 (1000, 1300, 3000)	$2,314,083.00 (1000, 1300, 3000)
Priority 1: MSA Bell administration will annually review master schedule/teacher assignments to ensure compliance.	**Priority 1:** MSA Bell administration annually reviews master schedule/teacher assignments to ensure compliance.	$329,460 (1300)	$329,460 (1300)
Priority 2: MSA Bell will annually review all CCSS	**Priority 2:** MSA Bell annually reviews all CCSS	$15,777 (4100)	$15,000 (4100)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
aligned materials and purchase any necessary materials approved by the state.	aligned materials to ensure state approved materials.		
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with the implementation of CCSS. (This will be in the form of workshops, seminars, etc.)	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with the implementation of CCSS.	$14,500 (5863)	$14,580 (5863)
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.		
Priority 2: MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.	**Priority 2:** MSA Bell provided professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.		
Priority 2: MSA Bell will research and conduct professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.	**Priority 2:** MSA Bell provided professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.		
Priority 2: MSA Bell students, through advisory, will	**Priority 2:** MSA Bell students, through advisory,	$24,000 (5835)	$24,000 (5835)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
receive career- and college- readiness opportunities through classroom lessons and field trips.	receive career- and college- readiness opportunities through classroom lessons and field trips.		
Priority 4: MSA Bell students will take MAP in ELA and Math, three times during the year. Measurements will be evaluated and guide teacher's instruction and curriculum in order to show growth of at least 5 points from fall to spring.	**Priority 4:** MSA Bell students take MAP assessment 3x per year to inform instruction and measure growth	$5,875 (4340, Title 1)	$5,875 (4340, Title 1)
Priorities 4: All students will take interim SBAC block assessments in math and ELA periodically. Along with these results and other internal assessments, teachers will adjust instruction and curriculum.	**Priorities 4:** All students take the interim SBAC block assessments in math and ELA periodically.		
Priorities 4: MSA Bell will identify EL students and ELD coordinator will plan instruction to support EL students. Planning, instruction and data analyzes will guide curriculum to ensure EL students increase 5% from prior year.	**Priorities 4:** MSA Bell identified ELs and plans supporting instruction to ensure growth.	$66,200 (1100, 3000 Title 1)	$66,200 (1100, 3000 Title 1)

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.

MSA Bell provides academic excellence to all students. This is achieved by ensuring the following:

1. Appropriately assigning teachers to courses per their credential and providing the necessary classroom supports to ensure academic growth.
2. Academic rigor and relevance and implementation of CCSS are provided through the various classroom resources and curriculum, training on ELD framework and strategies, and resources on Summit Platform.
3. Internal assessment is accomplished through the usage of the NWEA MAP and the CAASPP Interim Assessments, this allows the staff to measure and inform instruction for literacy and mathematics. Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Measuring effectiveness of action plans was conducted in the following manner:

1. Administration walk through and feedback on ELD instruction, as presented through regular onsite professional development
2. Usage of the Data Analysis Tool to review NWEA MAP data to inform instruction and measure of student growth from Fall to Spring.
3. Review of SBAC data to determine greatest area of need and providing instructional support for student achievement, as measured through administration walk through and analysis of available data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Through available funds, MSA Bell added an additional administrator to oversee teacher effectiveness and increase data analysis capacity.

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

MSA Bell will maintain the goals established and modify according.

1. Teacher instructional focus and development will be dependent on the results of internal and external data.
2. Utilize research based instructional strategies to support Tier 1 of MTSS
3. Using the Summit Platform to measure Self-Directed Learning through completion of focus areas.

LCAP Year Reviewed: 2018–19

Goal 2

MSA Bell promotes innovation amongst all students.

State and/or Local Priorities addressed by this goal:

Priority 4:

1. Implement a blended learning program in order to help all students build 21st century skills to be college- and career-ready

Priority 5:

1. Prepare all students, including subgroups to be adaptable, responsible critical thinkers who contribute to the global community.

Priority 6:

1. Create a positive school climate that adapts to the needs of the community.

Annual Measurable Outcomes

Expected	Actual
Priority 4	**Priority 4**
MSA Bell will implement blended learning through by providing access to the Summit Learning Platform in 100% of the core classes.	MSA Bell implements blended learning in a 100% of the core classes.

Expected	Actual
MSA Bell will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	MSA Bell provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
100% of students will have sufficient access to all academic and educational programs provided by MSA Bell.	100% of students have sufficient access to all academic and educational programs provided by MSA Bell.
Priority 5	**Priority 5**
At least 80% of all students enrolled in MSA Bell will create or demonstrate a STEAM focused, community based project, experiment, model or demo.	All MSA Bell students, 100% participate in a STEAM focused, community based project, experiment, model or demo.
At least 25% of the student population at MSA Bell will participate in an internship or site field trip to gain hands on experience in a respective field in STEAM.	100% of students participated in a form of access STEAM related fields through college visits, field trips, etc.
At least 5% of student population at MSA Bell will participate in a service-learning project based on community needs.	At least 5% of student population at MSA Bell participate in a service-learning project. (video activity with focus on homelessness, diversity, etc.)
Priority 6	**Priority 6**
MSA Bell School Satisfaction Survey: at least 80% of student population will rate the overall school experience positively; at least 85% of staff will rate the overall all school experience positively; at least 90% of parents will rate the overall school experience positively.	MSA Bell School Satisfaction Survey: at least 71% of student population rate the overall school experience positively; at least 86% of staff rate the overall all school experience positively; at least 94% of parents rate the overall school experience positively.
MSA Bell will maintain Restorative Justice Practices and provide access to through partnerships to mental health services to ensure a suspension rate of no more than 1% and an expulsion rate of no more than 1%.	in progress

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 4: MSA Bell staff will receive training and support for blended learning through Summit Basecamp Training.	**Priority 4:** MSA Bell staff received training and support for blended learning throughout the academic school year.	Grant through the Chan Zuckerberg Initiative (CZI)	Grant through the Chan Zuckerberg Initiative (CZI)
Priority 4: MSA Bell will offer all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	**Priority 4:** MSA Bell offers all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	$122,000 (4710)	$122,000 (4710)
Priority 4: MSA Bell will support different needs in the area of math enrichment, English language development, advance class placement and other needs through the Summit Learning Platform.	**Priority 4:** MSA Bell students received additional resources in the area of math development, English Language Development, advance class placement and other needs.		
Priority 4: MSA Bell will utilize surveys for all stakeholders to identify areas of interest for elective courses.	**Priority 4:** MSA Bell has provided students with choice on their election of elective course.		
Priority 4: MSA Bell will provide an educational program that is inclusive for all students, including subgroups. MSA Bell staff will conduct PD in order to meet the needs of all students. (SEL, co-teaching, etc.)	**Priority 4:** MSA Bell provides an educational program that is inclusive for all students, including subgroups.		
Priority 5: As a STEAM focused school, teachers will incorporate an experiment or service-learning project in which at least 80% of the student population participates.	**Priority 5:** All students (100%) participated in an experiment or service-learning project associated with STEAM.	$44,000 (4310, 4326, 4335)	$44,000 (4310, 4326, 4335)
Priority 5: MSA Bell will provide career-readiness	**Priority 5:** MSA Bell provides college- and career-		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
opportunities in the area of STEAM through site field trip or internship. This will be provided for at least 25% of the student population.	readiness opportunities in the area of STEAM through site field trip or internship for the entire student population (100%).		
Priority 6: MSA Bell will seek an 80% rate for student overall experience on yearly conducted surveys. This will be accomplished by provided a safe and supportive environment that is conducive for learning through training in SEL.	**Priority 6:** MSA Bell received an 71% overall experience rating from students.	$1,779 (5800)	$1,779 (5800)
Priority 6: MSA Bell will seek an 85% rate for staff overall experience on yearly conducted surveys. This will be accomplished by provided a supportive and risk taking culture that strives for high student achievement. (includes tuition reimbursement)	**Priority 6:** MSA Bell received an 86% overall experience rating from staff.		
Priority 6: MSA Bell will seek to maintain a 90% rate for parent overall experience on yearly conducted surveys. This will be accomplished by providing resources and opportunities for parent input, such as workshops, parent college, parent conferences, etc.	**Priority 6:** MSA Bell received an 94% overall experience rating from families.		
Priority 6: MSA Bell will maintain a low suspension rate of no more than 3% and an expulsion rate of no more than 1%, by providing restorative justice practices and resources through partnerships for mental health services. (CSUN, ENKI, etc.)	**Priority 6:** In progress	$8,200 (5800, Title 1)	$7,500 (5800, Title 1)

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.

MSA Bell promotes innovation amongst all students. This is achieved by ensuring the following:

1. 100% of students are engaged in blended learning through the platform. Students are able to develop 'soft skills' essential for college- and career-readiness.
2. 20% of current student population is enrolled in an 'advanced math course.'
3. Elements of the charter petition includes STEM activities, utilization of technology, inquiry based learning, socio-emotional development, family engagement support, etc.
4. Students are provided with all resources necessary to achieve academic success, this includes qualified teachers and support staff, curriculum, technological resources, nutrition, counseling, and other necessary resources that will help all students achieve academic excellence.
5. MSA Bell is evaluated on a yearly basis by all stakeholders to ensure that the needs of the learning community are being met.
6. MSA Bell is currently awaiting the following data for analysis of the school year: SBAC, Spring MAP, and EL reclassification results.

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

Measuring effectiveness of action plans was conducted in the following manner:

1. Summit Learning Platform provides student and teacher usage data to monitor usage and performance.
2. Staff and resources are monitored and evaluated yearly to measure effectiveness and adjust accordingly.

3. Data Analysis Tool is used at the completion of MAP and IAB assessments. The worksheet provides structural conversation to inform instruction in the classroom.

4. Public School Choice committee arranged to review and measure effectiveness of instructional practices: such as classroom safety, self-directed learning, board configuration, etc.

5. All of the school programs and resources were made accessible to all students. This includes services such as ELD developmental support and services as expected through IEPs for students with disabilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

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

MSA Bell will maintain the goals established and modify according.

1. Educational software and evaluation of effectiveness will continue for programs such as BrainPop, MyOn, STMath, and WonderMedia. Pilot program will be conducted with GradeSlam among selected students in 6th, 7th, 8th. GradeSlam is a comprehensive, unlimited learning solution providing 24/7 academic support, to all students.

2. An 'advance pathway' courses selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.

3. Further opportunities to expose students to college- and career-ready opportunities for all students. This includes multiple career days during the school year, and allowing alumni to visit classrooms to discuss their college experiences.

4. Further opportunities to educate and provide awareness for families, students, and staff (stakeholders) on trending behaviors based on data (drugs, fights, etc.)

Goal 3

MSA Bell builds connections amongst all stakeholders in the community.

State and/or Local Priorities addressed by this goal:

Priority 1:

1. Maintain a safe school environment with facilities that are in good repair.

Priority 3:

1. Encourage a partnership with parents within the school setting (classroom, supervision, etc.)

2. Provide opportunities for parent involvement and seek parent input in school site decisions

Priority 5:

1. To increase student attendance

2. To avoid chronic absenteeism

3. To avoid middle school dropout

4. Provide opportunities for student participation and seek student input in school site decisions

Priority 6:

1. To increase the sense of safety and school connectedness

Annual Measurable Outcomes

Expected	Actual
Priority 1	**Priority 1**
MSA Bell will maintain at least 90% of items on the facility inspection checklist will be in compliance/good standing.	MSA Bell maintains at least 90% of items on the facility inspection checklist in compliance/good standing as measured by LAUSD.

Expected	Actual
Daily general cleaning by custodial will maintain campus cleanliness.	LAUSD audits cleanliness of campus on a yearly basis to ensure campus remains satisfactory.
Priority 3	**Priority 3**
Administration and teachers will conduct home visits for at least 20% of MSA Bell's students.	Home visit goal was adjusted to be maintained at a least 25% of student population. Final results is yet to be determined.
Parent workshops will be conducted monthly to support all learners, including subgroups.	Workshops are conducted monthly either through Coffee Chats, parental meetings, and family workshops through PEBSAF and CyberCop and other relevant school researched materials.
MSA Bell will hold at least 4 SSC meetings per year.	MSA Bell holds at least 6 SSC meetings per year.
MSA Bell will hold at least 4 English Learner Advisory Committee (ELAC) meetings per year.	MSA Bell holds at least 4 English Learner Advisory Committee (ELAC) meetings per year.
MSA Bell will hold at least 6 Parent Task Force (PTF) meetings per year.	MSA Bell holds at least 10 Parent Task Force (PTF) meetings per year.
MSA Bell will hold at least 5 parent activities/events per year.	MSA Bell holds at least 7 parent activities/events per year.
Teachers will update SIS records daily/weekly.	Upon regular reminders, teachers update SIS records daily/weekly.
MSA Bell will send at least 4 progress reports/cards to parents per year.	MSA Bell sends at least 4 progress reports/cards to parents per year.
Priority 5	**Priority 5**
MSA Bell will maintain an ADA rate of at least 97%.	MSA Bell maintains an ADA rate of at least 96.5%.
MSA Bell will maintain a chronic absenteeism rate of no more than 3.5%.	MSA Bell has maintained a chronic absenteeism rate of 3.9%
MSA Bell will maintain a middle school dropout rate of no more than 0%.	MSA Bell maintains a middle school dropout rate of no more than 1%.
MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups.	MSA Bell maintains an elected Student Council of at least 3% of the student population, including subgroups.
Priority 6	**Priority 6**
MSA Bell will conduct at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.	MSA Bell conducted at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness.

Expected	Actual
MSA Bell will conduct monthly emergency drills to ensure safety of all stakeholders.	MSA Bell conducts monthly emergency drills to ensure safety of all stakeholders.

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
Priority 1: MSA Bell in partnership with LAUSD facility management will ensure that the school is cleaned daily and facility is maintained in good standings at least 90% of the time.	**Priority 1:** MSA Bell in partnership with LAUSD inspects the facility to ensure facility is well maintained to acceptable standards.	$242,905 (5610)	$390,000 (5610)
Priority 3: MSA Bell will conduct a home visit to at least 20% of the families in order to develop and maintain a partnership with the home and community.	**Priority 3:** MSA Bell conducts home visits of at least 25% of the families in order to develop and maintain a partnership with the home and community. Final number will be determined soon.	$15,000 (1100, 3010 Title 1)	$15,000 (1100, 3010 Title 1)
Priority 3: MSA Bell will provide various resources for families in the form of workshops, Parent College and other family engagements.	**Priority 3:** MSA Bell provided various workshop opportunities for families throughout the year. This includes: parenting courses, college-readiness, social media, and other relevant topics.	$6,600 (1100, 3010 Title 1) (Saturday School) $2,450 (1100, 3010 Title 1) (Parent College)	$6,600 (1100, 3010 Title 1) $2,450 (1100, 3010 Title 1)
Priority 3: MSA Bell will conduct and host the following meetings to inform and encourage parent involvement and in the school community.	**Priority 3:** MSA Bell conducts and host family meetings to inform and encourage involvement and in the school community. All expected outcomes have been met.	$5,000 (4720)	$300 (4720) – Back to School $169 (4720) – Student/Teacher Conferences

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. MSA Bell will conduct at least 4 SSC meetings per year 2. MSA Bell will conduct at least 4 ELAC meetings per year 3. MSA Bell will conduct at least 6 PTF meetings per year 4. MSA Bell will conduct at least 5 parent activities/events per year **5.** MSA Bell will conduct at least 4 progress reports/cards to parents per year	1. MSA Bell will conduct at least 6 SSC meetings per year 2. MSA Bell will conduct at least 4 ELAC meetings per year 3. MSA Bell will conduct at least 10 PTF meetings per year 4. MSA Bell will conduct at least 7 parent activities/events per year 5. MSA Bell will conduct at least 4 progress reports/cards to parents per year		$360 (4720) – Parent Conference $90 (4720) - DVR
Priority 3: MSA Bell will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. Teachers will ensure grades are updated on a regular basis.	**Priority 3:** MSA Bell provides parents with access to course material, homework assignments, projects, and records of students' grades through Illuminate and the Summit Learning Platform. Teachers ensure grades are updated on a regular basis.	$6,161 (5800)	$6,161 (5800)
Priority 5: MSA Bell will be proactive to create a safe environment that welcomes students to school in order to maintain an ADA rate of at least 97%, and a chronic absenteeism rate of no more than 3.5%.	**Priority 5:** Actual numbers are still in progress, but ADA rate is trending 96.5% and chronic absenteeism TBD		
Priority 5: MSA Bell will provide a safe, nurturing and engaging learning environment that will provide all students with a college preparatory education in order to maintain a dropout rate of no more than 1%.	**Priority 5:** MSA Bell provides a safe, nurturing and engaging learning environment that maintains a dropout rate of no more than 1%.	$136,568 (5813 – ASES)	$136,568 (5813 – ASES)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Priority 5: MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. The elected body will meet with administration and other students to continually provide feedback to best meet the needs of all students.	**Priority 5:** MSA Bell has an elected Student Council of at least 3% of the student population, including subgroups.		
Priority 6: MSA Bell will research and conduct professional development (at least 2) for all staff corresponding with SEL to ensure a safe and connectedness school culture.	**Priority 6:** MSA Bell through the uses of resources (UCLA and CSUN and other relevant information) has provided training to staff on SEL to develop empathy and safe environment on campus.		
Priority 5: MSA Bell in partnership with the other schools on campus will conduct regular safety drills to ensure their safety. Drills and results will be recorded and data collected to analysis any areas of improvement.	**Priority 5:** Orchard Academies collectively conducts monthly safety drills.		

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.

MSA Bell builds connections amongst all stakeholders in the community. This is achieved by the following:

1. LAUSD performs yearly 'Williams' expectations to ensure the campus is maintained and safe to state and district standards.
2. MSA Bell staff performed Home Visits and analysis of the visits for 25% of the student's population. This is crucial for continually family engagement.
3. MSA Bell throughout the year has encouraged ongoing participation in committees such as PTF, ELAC, and SSC. As well as to conduct regular workshops for families.
4. MSA Bell continues to provide ongoing professional development in the area of SEL for staff to ensure staff is aware of instructional strategies that will support a safe environment conducive for learning. This is evident through the number of ongoing PDs and high ADA rate.
5. MSA Bell collaborates with collocated academies to prioritize safety. This is evident through the monthly safety drills that are completed together, monthly administration meetings between the academies, and through an active and visible administration and teaching staff.

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

Measuring effectiveness of action plans was conducted in the following manner:

1. Number of committee meetings and family workshops
2. Home Visit for 25% of the student population
3. Number of PDs conducted for staff throughout the year that focuses on SEL
4. Monthly safety drills and monthly administration meetings for the academies

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All budgeted expenditures fall within the expected measures.

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

MSA Bell will maintain the goals established and modify according.

1. The leadership teams at Orchard Academies will create expectation matrix that are applicable across the campus.

2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)

3. Develop a pilot program with selected number of students from each grade to utilize GradeSlam.

4. Develop curriculum and student tracking to identify 'Honor' pathway students.

5. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR)

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 a positive learning experience for our students, MSA Bell has established a culture of partnership with families, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Public School Choice (PSC) review, Charter School Division (CSD) review, Coffee Chat meetings, Board of Directors meetings, Principal meetings, and staff meetings. Feedback from our committees and meetings provide valuable input for the new LCAP. In addition, the MSA Bell conducts surveys for families, students, and staff, and the school staff conducts home visits. These all serve as a way to inform, educate, and gather input and feedback from all critical stakeholders.

MSA Bell has an approved charter petition with measurable student outcomes and methods to assess student progress. WASC accreditation provides a reflective opportunity to gather stakeholder feedback and input with action plans for continuous school improvement. SPSA develops the learning community to identify and address the instructional needs of students through Title 1 funds. The collaborative process monitors performance data, student needs, identifies goals, implements appropriate interventions/preventions. The PSC process allows stakeholders the opportunity to review school data, understand elements of a high-quality school and review the school proposals and offer their feedback. The various opportunities provide stakeholder engagement to address the needs of the student. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

MSA Bell has held its periodical meetings this year to gather input from our stakeholders. These include 10 PTF meetings, 6 SSC meetings, 4 ELAC meetings, several parent activities/events including Coffee Chat 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. Majority of our stakeholders participated in this survey. The staff has completed 25% of its 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?

Stakeholders have reviewed input in order to adjust 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:

1. Implement instructional practices and strategies as identified through the Performance Indicator Review (PIR), especially for our dually identified students (SWD & ELs)

2. Instructional practices that focus on sustaining promising practices of Tier 1 MTSS support (This includes schoolwide expectation matrix, grade level team classroom expectation matrix, practices of restorative circles, solidifying mentorships in advisory courses)

3. An 'advance pathway' courses selection (Honors) will be programmed to provide opportunities for higher-level classes that proceed at a faster pace and cover more materials than regular mainstream courses.

4. Professional Development sessions to support families with various aspects relating to the development of the 'whole child.'

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

Priorities 1: Teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Priorities 1: The school's facility inspection checklist will be in compliance/good standing.

Priorities 2: Students will have sufficient access to standards-aligned instructional materials.

Priorities 4: All students will meet or exceed their proficiency targets on the CASSPP, ELA/Literacy and Mathematics assessments.

Priorities 4: All students will show growth on the CASSPP, ELA/Literacy and Mathematics assessments, as identified by the CA Dashboard.

Priorities 4: All students will meet their growth targets on the reading section of our internal, common-core aligned Measures of Academic Progress (MAP) assessment.

Priorities 4: EL students will make annual progress in learning English as measured by ELPAC.

Priorities 4: EL students will be reclassified annually.

Priorities 8: Students will receive a grade of "C" or better in core subjects and electives.

Identified Need:

The following has been identified as needs in order to comply with state requirements and authorizing body, LAUSD.

1. Continue to recruit teachers that are highly qualified or provide school-level support for obtaining full preliminary credential status as expected per ESSA.

2. Utilize the Performance Indicator Review (PIR) process to plan targeted intervention of academic support using the Plan Do Study Act Cycle (PDSA) (Main Target SWD and ELs)

3. Provide Professional Development to families to best understand and support their child with our unique academic program.

4. Measure Self-Directed Learning (SDL) through the Summit Learning Platform: 65% 2018-19; 70% 2019-20; 75% 2020-21.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter	100%	100%	100%	100%
Percentage of students who will have sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
Percentage of items on facility inspection checklists in compliance/good standing	85%	85%	90%	90%
Percentage of students performing proficient on the CAASPP-ELA/Literacy assessments (Grades 3-8)	2016-17 (Baseline): All Students: 40% English Learners: 0% Socioeconomically	2017-18 (Expected): All Students: 40% English Learners: 0% Socioeconomically	2018-19 (Expected): All Students: 45% English Learners: 5% Socioeconomically	2019-20 (Expected): All Students: 50% English Learners: 10% Socioeconomically

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Disadvantaged: 39%	Disadvantaged: 39%	Disadvantaged: 44%	Disadvantaged: 49%
	Students with Disabilities: 13%	Students with Disabilities: 13%	Students with Disabilities: 18%	Students with Disabilities: 23%
	Hispanic: 41%	Hispanic: 41%	Hispanic: 46%	Hispanic: 51%
	White: 29%	White: 29%	White: 34%	White: 39%
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: 14.5 points below standard	All Students: 14.5 points below standard	All Students: 11.5 points below standard	All Students: 8.5 points below standard
	English Learners: 59 points below standard	English Learners: 59 points below standard	English Learners: 56 points below standard	English Learners: 53 points below standard
	Socioeconomically Disadvantaged: 15 points below standard	Socioeconomically Disadvantaged: 15 points below standard	Socioeconomically Disadvantaged: 13 points below standard	Socioeconomically Disadvantaged: 10 points below standard
	Students with Disabilities: 103.4 points below standard	Students with Disabilities: 103.4 points below standard	Students with Disabilities: 100.4 points below standard	Students with Disabilities: 97.4 points below standard
	Hispanic: 14.1 points below standard	Hispanic: 14.1 points below standard	Hispanic: 11.1 points below standard	Hispanic: 8.1 points below standard
	White: 21 points below standard	White: 21 points below standard	White: 18 points below standard	White: 15 points below standard
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: 29%	All Students: 31%	All Students: 33%	All Students: 35%
	English Learners: 1%	English Learners: 3%	English Learners: 5%	English Learners: 7%
	Socioeconomically Disadvantaged: 28%	Socioeconomically Disadvantaged: 30%	Socioeconomically Disadvantaged: 32%	Socioeconomically Disadvantaged: 34%
	Students with Disabilities: 1%	Students with Disabilities: 3%	Students with Disabilities: 5%	Students with Disabilities: 7%
	Hispanic: 30%	Hispanic: 32%	Hispanic: 34%	Hispanic: 36%
	White: 25%	White: 27%	White: 29%	White: 31%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students performing proficient on the CAASPP-Mathematics assessments (Grades 3-8):	2016-17 (Baseline): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Hispanic: 21% White: 32%	2017-18 (Expected): All Students: 22% English Learners: 0% Socioeconomically Disadvantaged: 21% Students with Disabilities: 6% Hispanic: 21% White: 32%	2018-19 (Expected): All Students: 27% English Learners: 5% Socioeconomically Disadvantaged: 26% Students with Disabilities: 11% Hispanic: 25% White: 37%	2019-20 (Expected): All Students: 32% English Learners: 10% Socioeconomically Disadvantaged: 31% Students with Disabilities: 16% Hispanic: 30% White: 42%
Change in Average Distance from Standard on the CASSPP-Mathematics assessments (Grades 3-8)	2016-17 (Baseline): All Students: 70.7points below standard English Learners: 112.7 points below standard Socioeconomically Disadvantaged: 70.3 points below standard Students with Disabilities: 145.7 points below standard Hispanic: 70.7 points below standard White: 63.6 points below standard	2017-18 (Expected): All Students: 70.7points below standard English Learners: 112.7 points below standard Socioeconomically Disadvantaged: 70.3 points below standard Students with Disabilities: 145.7 points below standard Hispanic: 70.7 points below standard White: 63.6 points below standard	2018-19 (Expected): All Students: 67.7points below standard English Learners: 109.7 points below standard Socioeconomically Disadvantaged: 67.3 points below standard Students with Disabilities: 142.7 points below standard Hispanic: 67.7 points below standard White: 60.6 points below standard	2019-20 (Expected): All Students: 64.7points below standard English Learners: 106.7 points below standard Socioeconomically Disadvantaged: 64.3 points below standard Students with Disabilities: 139.7 points below standard Hispanic: 64.7 points below standard White: 57.6 points below standard
Percentage of students meeting their growth targets on the MAP-Mathematics assessment (Grades 3-10)	2016-17 (Baseline): All Students: 17% English Learners: 1% Socioeconomically Disadvantaged: 17%	2017-18 (Expected): All Students: 19% English Learners: 3% Socioeconomically Disadvantaged: 19%	2018-19 (Expected): All Students: 21% English Learners: 5% Socioeconomically Disadvantaged: 21%	2019-20 (Expected): All Students: 23% English Learners: 7% Socioeconomically Disadvantaged: 23%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with Disabilities: 1%	Students with Disabilities: 3%	Students with Disabilities: 5%	Students with Disabilities: 7%
	Hispanic: 17%	Hispanic: 19%	Hispanic: 21%	Hispanic: 23%
	White: 26%	White: 28%	White: 30%	White: 32%
Percentage of EL students making annual progress in learning English as measured by the ELPAC	100%	100%	100%	100%
Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually	44%	44%	>25%	>25%
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	57%	58%	59%	60%

Planned Actions / Services

Action 1

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

Students to be Served: **Location(s):**

All Students	MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs. B. Provide standards aligned materials to all students. C. Professional development in CCSS, especially in the adoption of the NGSS, Math, and History standards. D. Professional Development in the development of teacher's trade as a professional. E. Professional development in Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning for all students, including ELs. F. Professional development in Multi-Tier System of Supports (MTSS), a framework that provides targeted support to struggling students in various areas such as academic growth	Base Program A. A, B, C, D, E, F – Continue, with the possibility of purchasing new textbooks for the new standards in Science and History. B. H – meeting with Orchard Academies Plant Manager to ensure facility is well maintained and adjustments made accordingly.	Base Program A. Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students, including ELs. B. Provide CCSS aligned materials and instruction to all students. C. Provide targeted teacher professional development to increase CCSS rigor and alignment. D. Develop a framework for MTSS implementation, with a main focus on Tier 1 academic and behavior support

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
and achievement, behavior, social and emotional needs (RTI and PBIS). G. Work with Los Angeles Unified School District to hire an additional Building & Ground Maintenance worker.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A $2,832,466 B $50,000 C, D, E, F $93,800 G $235,830	$2,769,198	$2,965,364 (1000s and 3000s) $52,779 (5000s) $350,000 (5000s)
Source	LCFF Base Title 1	LCFF Base Title 1	LCFF Base Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 1300, 3000, 4100, 5863, 5835, 4340	1000, 1300, 3000, 4100, 5863, 5835, 4340

Action   2

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

Students to be Served:	**Scope of Services:**	**Location(s):**
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental A. Acquire and implement ELD curriculum, this includes professional training for new teachers on Study Sync. B. Professional development in Multi-Tier System of Supports (MTSS), a framework that provides targeted support to struggling students in various areas such as academic growth and achievement, behavior, social and emotional needs (RTI and PBIS). C. After hour interventions to support learning, this includes after-school tutoring and Saturday for Success School. D. ELA and Math Supplemental Support through MyOn, Fast ForWord (ELA) and ST Math (math) E. Accelerated Reader, provides internal assessment to measure student growth	Supplemental A, B, C, D, E – Continue, pricing updated	Supplemental A. After-Hour Intervention is made available to all students: Office Hours, ASES Academic Support, and Saturday School B. Cloud Based Programs to Support and Enrichment academics for Math and ELA: MyOn, ST Math, GradeSlam C. Systematic improvements in the delivery of Tier 1 PBIS supports. Includes: Restructure of Advisory, Addition of Learning Zone for targeted intervention, Development of Schoolwide and Classroom Expectation Matrix

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	A. Already incorporated through Goal 1 B. Already incorporated through Goal 1 C. $15,000 (Title 1) D. MyOn (14000) + ST Math (15370) + Fast ForWord (10500) = $25,870 (Title 1) E. $6,200 (AR) (Title 1)	A. Same as above B. Same as above C. $16,000 (Title 1) D. 14,000 + 6,435 + 31,675 = $52,110 (Title 1) E. $6,200 (Title 1)	$137,673 (Title 1)
Source	LCFF Base Title 1 (C, D, E)	LCFF Base Title 1	LCFF Base Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000 Title 1	1000, 1300, 3000, 4100, 5863, 5835, 4340	1000, 1300, 3000, 4100, 5863, 5835, 4340

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 2

INNOVATION. All students will become independent, innovative scholars.

State and/or Local Priorities addressed by this goal:

Priority 7: MSA Bell will provide programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Priority 7: Students enrolled at MSA Bell grades 6th-8th will be taking "Advanced Math" courses or club.

Priority 7: Our graduates will receive a blended learning educational experience that engages and drivers the individual learning experience.

Priority 7: Students will create or demonstrate a STEAM focused project, experiment, model, or demo.

Identified Need:

Priority 7

1. Meeting the required services as outlined in the petition and approved by the authorizer, LAUSD.

2. Students are provided with resources to assist in academic progress.

3. Students develop skills that will enhance their learning experience to develop skills necessary to undertake challenges of the future.

4. Students experience the industry of STEAM through project based learning.

Expected Annual Measureable 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	20%	19%	>20%	>20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
take the Accelerated and/or Advanced Math class and/or Advanced Math club.				
Percentage of our graduates will receive a blended learning educational experience in their program of study.	100%	100%	100%	100%
Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo.	80%	80%	>80%	>80%

Planned Actions / Services

Action   1

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

Students to be Served:

All Students

Location(s):

MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program A. Provide the educational and academic opportunities the focus on STEAM, through equipment from STEAM training and other resources. B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring. C. Provide Chromebooks to students entering the 6th grade in order to access content at home.	Base Program A, B, C – Continue B and C are subject to value in the market	A. Provide an educational program that allows students to enhance their learning experience through STEAM. B. Provide resources to access a safe and rich blended learning curriculum. This includes equipment necessary for accessing the Internet and monitoring. C. Provide access to technology that extends beyond the school walls. (Ex. Chromebooks for 6th grade)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. 5,000 (STEAM Train) + 10,000 (Wonder Media) = $15,000 B. 3,000 (JAMF) + 26,500 (Firewall) + 55,000 (Internet) = $84,500 C. $60,000	$175,279.00	$52,279 (4000s & 5000s)
Source	LCFF Base	LCFF Base Title 1 CZI Grant	LCFF Base Title 1 CZI Grant
Budget Reference	4000, 5000	4710, 4310, 4326, 4335, 5800	4710, 4310, 4326, 4335, 5800

Planned Actions / Services

Action   2

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

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Services A. Provide counseling services to work with English Language Learners, homeless, foster youth students and parents on both social/emotional needs to build the path for college and career readiness. B. Provide training and regular updates to all staff in trauma informed practices. C. Provide essentials nourishment for all students to successful function in the learning environment by providing breakfast and lunch, through LA Café (LAUSD) services.	Supplemental Services A, B, C – Continue	Supplemental Services A, B, C – Continue

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $10,000 (CSUN, ENKI) (Title 1) B. Listed under Goal 1 C. $211,000	$400,000.00	$149,951 (4000s & 5000s)
Source	Title 1 LCFF Base	Title 1 LCFF Base	Title 1 LCFF Base
Budget Reference	4000, 5000	5610, 4720, 3010	5610, 4720, 3010

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

Priority 3: MSA Bell will hold quarterly School Site Council (SSC) meetings.

Priority 3: MSA Bell will hold quarterly English Learner Advisory Committee (ELAC) meetings.

Priority 3: MSA Bell will hold a minimum of 5 parent activities/events per year.

Priority 3: MSA Bell teachers will update SIS records daily/weekly.

Priority 3: MSA Bell will send a minimum of 4 progress reports to families.

Priority 3: MSA Bell students will be home-visited by school staff.

Priority 5: MSA Bell will maintain a high Average Daily Attendance (ADA).

Priority 5: MSA Bell will maintain a low chronic absenteeism rate.

Priority 5: MSA Bell will maintain a low middle school drop-out rate.

Priority 6: MSA Bell will maintain a low student suspension rate.

Priority 6: MSA Bell will maintain a low student expulsion rate.

Priority 6: MSA Bell will maintain high participation rates in the school experience surveys of students, families, and staff.

Priority 6: MSA Bell will maintain high approval rates in the school experience surveys of students, families, and staff.

Identified Need:

Priority 3:

1. It is essential to provide families with avenues to participate in the decision making for the learning community.

2. It is essential to provide families with opportunities to participate in their child's education. This is provided through meetings and family workshops.

Priority 5:

1. The state elements are essential to the success of every child, in order to ensure college and career readiness. Elements include regular school participation and attendance.

Priority 6:

1. It is essential to provide an environment that is safe for all children. This makes it conducive for a positive learning environment and will be measured through stakeholder surveys and decrease of student suspension and expulsion.

2. It is essential to create an environment that students feel connected with the learning community.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of SSC meetings per year	4	6	6	>4
Number of ELAC meetings per year	4	4	4	>4
Number of PTF meetings per year	5	12	10	>5
Number of activities/events for parent involvement per year	5	15	7	>5
Frequency of SIS record update	Daily/Weekly	Daily/Weekly	Daily/Weekly	Daily/Weekly
Number of progress reports sent to families per year.	4	4	4	4
Percentage of students who have been –visited by the staff per year	20%	20%	25%	>25%
ADA Rate	97%	98%	96%	>96%
Chronic	4.4%	4%	4%	<4%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Absenteeism Rate				
Middle School Dropout Rate	0%	0%	0%	<1%
Student Suspension Rate	.1%	1%	1%	<1%
Student expulsion rate	0%	0%	0%	<1%
School experience survey participation rates	Students: 94% Families: 100% Staff: 100%	Students: 100% Families: 100% Staff: 100%	Students: 100% Families: 93% Staff: 100%	Students: >90% Families: >90% Staff: >90%
School experience survey average approval rates	Students: 83% Families: 96% Staff: 89%	Students: 80% Families: 90% Staff: 97%	Students: 71% Families: 94% Staff: 86%	Students: >80% Families: >90% Staff: >85%

Planned Actions / Services

Action 1

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

Students to be Served:

All Students

Location(s):

MSA Bell, All Schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Base Program A. Provide various means to communicate strengths and concerns to the school leadership through Safe Schools Alert. B. Implement and train all staff members for the usage and transition new systems, such as Illuminate and Parent Square.	Base Program A, B – Continue	A. PBIS – develop strategy to encourage good behavior B. Continue to develop various methods of communication with all stakeholders C. Transition to installation of cloud services used on our campus (Illuminate, Parent Square, Summit Learning Platform) D. Restructure after-school program, Magnolia Scholar's Club, to better align with CASEL framework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $1,500.40 B. $8,000	$145,179.00	$147,737 (ASES and LCFF Base)
Source	LCFF Base	LCFF Base Title 1 ASES	LCFF Base ASES
Budget Reference	5000	1100, 3010, 5800, 4720, 5813	1100, 3010, 5800, 4720, 5813

Planned Actions / Services

Action 2

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

Students to be Served:	Scope of Services:	Location(s):
All Students, English Learners, Foster Youth, Low Income	LEA - wide	MSA Bell – all schools

Actions/Services

2017-18	2018-19	2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Services A. In order to engage families and connected with all the academic aspects of our school, staff will conduct home visits. B. Family workshops will be created to support various aspects of adolescent and career/college readiness. C. Provide snacks and beverages for various family engagement educational meetings.	Supplemental Services A, B, C – Continue	Supplemental Services A, B, C – Continue

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. $10,000 (Title 1) B. $18,000 (Parent College and Workshops) (Title 1) C. $5,000 (Title 1)	$30,000	$30,000 (LCFF Supplemental & Title 1)
Source	Title 1	LCFF Supplemental Title 1	LCFF Supplemental Title 1
Budget Reference	1000, 2000, 3000, 4000, 5000	1100, 3010, 4720	1100, 3010, 4720

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
$1,235,184	32.70%

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).

1. Through the PIR process, several changes were identified that can support our ELs. Such as the creation of expectation matrices, creation of a learning zone to support targeted intervention, restructure of teacher assignment for Homeroom, etc.

2. Progress to the installation of ELD instructional strategies through professional development by identifying instructional practices through external and internal data, provide 'push-in' support through the ELD Coordinator, and continually revisit the EL Master Plan.

3. Continue to expand opportunities for the professional development of our families by providing workshops and opportunities to engage in the school decision making the process.

4. Restructure Tier 1 academic and behavior supports to be more aligned with research from MTSS training. This will include the creation of behavior matrix, encouragement of expected behavior on campus, training of circles to build student skills for problem-solving, and trauma-informed instruction to develops social capital with all students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,194,514	33.10%

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).

1. MSA Bell will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bel 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.

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

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

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

5. MSA Bell will provide ongoing Family Training for all our families, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our families. MSA Bell 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.

6. 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.

7. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA Bell 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 (trauma informed instruction).

8. MSA Bell staff will implement MTSS practices, this includes restorative practices and PBIS, to build positive communities and increase school connectedness. MSA Bell will provide academic supports and remediation, Life Skills courses, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA Bell will ensure that staff participate in PD on MTSS practices. Staff is dedicated and training provided to monitor student behavior and social-emotional progress.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,091,981	31.16%

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

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

1. MSA Bell will continue to provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. MSA Bel 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.

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

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

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

5. MSA Bell will provide ongoing Family Training for all our families, including bilingual parents. SSC, ELAC, and PTF meetings, as well as Parent College, are some of the venues we will provide training to our families. MSA Bell 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.

6. 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.

7. Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA Bell 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 (trauma informed instruction).

8. MSA Bell staff will implement MTSS practices, this includes restorative practices and PBIS, to build positive communities and increase school connectedness. MSA Bell will provide academic supports and remediation, Life Skills courses, counseling, and social-emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. MSA Bell will ensure that staff participate in PD on MTSS practices. Staff is dedicated and training provided to 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

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?