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>LCFF Evaluation Rubrics</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	LA's Promise Charter Middle #1

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2017-20 Plan Summary

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

LA's Promise Charter Middle School #1 (LAPCMS #1) resides within the SLATE-Z Promise Zone, a federally designated neighborhood, and serves the South Los Angeles community. Recognizing the need for strong middle school educational opportunities in the South LA, LAPCMS #1 opened in the 2016-17 school year with an inaugural class of 75 sixth grade students. Ultimately, LAPCMS plans to serve over 300 sixth to eighth grade students in Fall 2018.

The South LA community, and consequently the students we serve, are severely affected by poverty and overcrowded housing leading to high rates of unemployment and homelessness. As points of illustration, a recent article describing the SLATE-Z Promize Zone noted that 44.5% of employed workers live below 150% of the poverty level, over 50% of the children lived in poverty, and the Historic South Central community was home to the most overcrowded housing in the country. This translates to a high population of high need students (i.e., low-income, first-generation, Special Education or foster / homeless youth) on campus. In addition, the LEA is a participant of the newcomer trend that has affected the South LA community as well. Demographically, our student population is 58% Hispanic, 39% black. We serve a low-income school community with 93% of our students receive free / reduced lunch. Notably over 40% of our students are considered as part of Special Education.

Ultimately, the mission and vision of LAPCMS #1 is to promote every student with the skills and proficiency needed to succeed in high school, college, leadership and life. To ensure all students thrive academically, emotionally, and socially, LAPCMS #1 serves its students and community by providing -

- a safe and nurturing environment
- a strong high school and college preparatory program
- project-based learning
- technology-based curriculum
- engaging, interactive and highly qualified teacher

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

This year's LCAP includes the following instructional and operational goals -

1. **Appropriately Qualified Teachers** – Highly qualified teachers are essential to the success of any classroom instruction. This relationship is especially pivotal in the South LA community, where evidence presented in the Reed v. State of California et al settlement established that teacher turnover negatively impacts teacher quality and student outcomes. LA's Promise Charter Middle School shall abide by EC 47605(I) and EC 44258.9 and all applicable Williams legislation to ensure that all core teachers are appropriately credentialed, authorized, and assigned.
2. **Standards-aligned Instructional Materials** – Access to state standards is another essential component of a quality education program. As such, and in compliance with EC 60119 and all applicable Williams legislation, all students will have access to standards aligned textbooks and course materials in their core classes. This shall be measured by way of the School's text book assignment list.
3. **Facilities Maintenance** – A student's learning environment can influence learning outcomes. To ensure a safe and functional learning space, and to comply with EC 17002, LAPCMS#1 maintain facilities in clean condition and in good repair. The School will accomplish this through daily spot checks, monthly safety inspections by our custodial staff, ongoing maintenance/repair logs, and annual LACOE Facilities inspections. Success shall be measured with over 90% of items in compliance or good repair, and 100% of items in disrepair fixed by the next inspection.
4. **Implementation of State Content and Performance Standards** – In addition to standards-aligned curricula, teachers must be competent in teaching to the state standards. To assist in this arena, the School will offer professional development regarding the implementation of state standards in the classroom. School administrators will evaluate the effectiveness of implementation through classroom observations, quantified by using a 4 point observation tool rubric. Success will be measured by teacher's achieving a 3 out of 4 by way of the observation tool.
5. **Parent Involvement** – Parent investment and involvement in their child's education is a key asset to student success. Further, an involved parent will have the best knowledge of their child's educational progress and needs, and may provide valuable input to students, teachers, and school leaders. To facilitate an inclusive and active parent community, LA's Promise Charter Middle School #1 will continue to provide structured opportunities for parent engagement, including workshops, activities, and governance opportunities. The School will monitor parent participation though event attendance records. In addition, to help ensure quality, the School will administer the Annual School Climate Survey to parents requesting their level of satisfaction with aspects of the school, including parent activities. Year 1 will establish a baseline satisfaction level, where upon improvement will be measured each year.
6. **California Assessment of Student Performance and Progress (CAASPP) in Mathematics and English Language Arts** – LA's Promise Charter Middle School #1 students are expected to attain progress in grade level standards as measured by the CAASPP summative assessments in Math and ELA. The current year will set a baseline for the School to benchmark progress in ELA and Math for all students and significant subgroups..
7. **Academic Indicator** – Historically the API has been based on statewide assessment results. LAPCMS#1 will reflect using the new state accountability system. There is currently no 5x5 scorecard rubric for LAPCMS #1 as it is in its inaugural year. The School will do everything to ensure that students and significant student subgroups show progress using the State's new accountability metric, the Academic Indicator. The LCAP anticipates the Academic Indicator in Year 2 or Year 3 to be able to reflect changes in growth and status. Regardless, the School will measure success by meeting state-prescribed growth targets schoolwide and for all significant subgroups as annual measurable outcomes in each available year.
8. **English Learner Adequate Progress Rate** – CELDT, and in the coming years ELPAC, will determine English Language proficiency for English Learners attending LAPCMS#1. Students are expected to progress 1 ELD level per academic year. Year 2 will establish the school performance baseline for its EL population as it will reflect a majority of students who have participated in LAPCMS instruction for a full school year and thus will reflect true baseline performance. Subsequent LCAP revisions will establish growth targets derived from this baseline. In the LCAP included in Element 1, the anticipated drop in the growth margin in Year 3 accommodates the new ELPAC assessment, the unfamiliar test environment effects and potential associated anxiety when students use a new assessment instrument. Success will be measured by the

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% of English Learners achieving CELDT/ELPAC proficiency and annual increase in % of students.

9. **English Learner Reclassification Rate** – the school reclassification rate is determined in part by assessment data in the form of CEDLT/ELPAC outcomes as well as outcomes from the RI assessment. For English Learners with the possibility of reclassifying, the RI assessment will be administered as a summative determination of grade level equivalent reading level in English. The CELDT/ELPAC is administered annually, and serves both a formative function for continuing English Learners, and a summative function for students with the potential of reclassifying. The resulting reclassification rate is included as measurable outcome in the LCAP in Element 1 of this petition.

10. **Cumulative Attendance Rate** – As a student must be in class for the education program to have any impact on learning, LA's Promise Charter Middle School #1 students will maintain a high Cumulative Attendance Rate. This rate will be calculated from the quotient of the number of days a student has attended school over the total number of days the student has been enrolled. Cumulative attendance will be monitored on monthly basis at the individual, subgroup, and school levels. The annual cumulative attendance goals are: Year 1 – 92%, Year 2 – 93%, Year 3– 94%,.

11. **Chronic Absenteeism** – the State of California defines chronic absenteeism as 90% cumulative attendance or less. Therefore it is necessary to monitor each student's individual cumulative attendance rate, in order to derive the school's chronic absenteeism rate. While the School's cumulative attendance targets are all higher than 95%, the School will monitor students and subgroups for chronic absenteeism in order to target resources toward severe attendance issues. The annual chronic absenteeism goals are: Year 1 – 12%, Year 2 – 11%, Year 3 – 10%.

12. **Dropout Rate** – The School will provide Advisory teachers with dropout prevention training and support. Activities and outcomes will be managed closely and in conjunction with promoting steady and high attendance as well as preventing absenteeism.

13. **Suspension Rate** – as with attendance, the education program will only be impactful if students are attending class. In recognition of this reality, the School will use suspensions sparingly, only for the most egregious offenses, or when other means of corrective action have failed to effect the desired behavioral change. The School will monitor suspensions by calculating the suspension rate – defined as the quotient of unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30), divided by the unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year – schoolwide and for student subgroups. A new rate will be calculated after every suspension incident and after the first day of every month, and School leadership will monitor suspension data for subgroup disparities on a monthly basis. The annual suspension rate goal is to not exceed 2%.

14. **Expulsion Rate** – LA's Promise Charter Middle School #1 is committed to serving all students interested in attending our school. As such, expulsion will only be used for the utmost egregious offenses. The Expulsion Rate will be defined as the quotient of 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), divided by the unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30). Because of the anticipated infrequency of expulsions, the Expulsion rate will be calculated after each incident.

15. **Student Satisfaction –** The Annual School Climate Survey will measure the degree to which students are satisfied with their education at LA's Promise Charter Middle School #1. Student investment in their own education is paramount toward reaching their full academic potential, and students are more prone to invest when they are satisfied. Success will be measured by the % of positive student responses on the Annual School Climate Survey. Year 1 will establish the baseline, whereupon the goal for Year 2 will be to realize a 4% increase from the baseline, the goal for Year 3 will be a 3% increase from Year 3, and the goal from Year 4 will be a 3% increase from Year 3.

16. **Broad Course of Study** – All students will have access to a broad course of study in English, Math, Social Studies, Science, Health/PE, and visual/performing arts, and extended learning opportunities as outlined in the School's charter petition. School leadership will ensure a full and appropriate master schedule, and ensure that all students receive a full schedule of classes at all times.

17. **English Literacy** – the capacity for life-long learning hinges on literacy. Further, in the California public education system, mastery of English is requisite for student success. Therefore, LA's Promise Charter Middle School #1 will prioritize proficiency in English Literacy as a goal for all students. The School will measure proficiency through a RI assessment defined as a grade level equivalent lexile of no more than 2 grades below their current grade level.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

LAPCMS considers improvement in English proficiency as the greatest highlight of this school year. Interim exam results show that LAPCMS has a higher proportion of its students scoring "meets standards" and "exceeds standards" as compared to three similar neighborhood schools' previous year exams among its 6th grade class. Preliminary scores for over 96% of our students show that 21% of our students scoring preliminarily "meets standards" or "exceeds standards" in ELA. Comparatively, the neighborhood schools scored roughly an average of 6% of students who met standards and 1% of students who exceeded standards.

A combination of different strategies were used to drive stronger ELA outcomes with our students

1. Cross-curriculum collaboration - Administrators and teachers intentionally developed and implemented lesson plans that integrated core English skills-building practice across classroom and subjects. For example, all teachers across subjects actively embedded and taught students how to write an essay (i.e., state a claim and prove it). This included building student skills in critical thinking and evidence-based arguments across the curriculum - not only in English and History as well as Science and Math - with a structured approach.

2. Integration with educational technology - Teachers used an EdTech program to support teaching across the curriculum as a common platform for students to use and build skills within. This enabled both teachers and students with a consistent methodology to better learn a core English skills area. Feedback from teachers and students alike has been positive and an official campus license will be implemented next year.

3. SBAC learning cycle - Two comprehensive practice exams were administered to students through the year - one in the fall to provide teachers / students will exposure and one in the spring to help inform instruction. The exam administered in the fall was one grade level below current student grade level while the spring exam was at-grade level due to their different purposes. Data analysis was conducted to help teachers highlight successful content areas and identify potential gaps in content gaps of their students in core subjects.

4. Data-driven instructional practice - Using the preliminary outcomes of the practice exams, administrators and teachers developed strategies to support student learning in the weeks leading up to the official summative exam. Curriculum was adjusted for students' Power Hour to provide additional and targeted support in core subject areas.

5. PD support - Professional Development sessions were dedicated to peer teachers to support collaboration and team work. For

example, the teacher advocating for EdTech to support classroom instruction and lesson implementation across the curriculum provided a PD session on the proposed platform. This provided an opportunity for teachers to provide feedback on the platform and determine strategies for effective lessons that cut across the curriculum.

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

GREATEST NEEDS

There are no state indicators or local performance indicators have been identified using the state accountability scorecard yet for LAPCMS as it is in Year 1. In the interim, the LEA identifies meeting proficiency standards for Math a greatest need for the school. Preliminary scores for over 96% of our students show that 9% of our students scoring preliminarily "meets standards" or "exceeds standards" in ELA. This is on-par with the three similar neighborhood schools that show a rough average of 3% of their students meeting standards from last year's final summative exam. A Comprehensive Plan has been established for the upcoming school year in order to increase % of students achieving "Standard Met" and Standard Exceeded" specifically in Math.

The preliminary Comprehensive Plan includes the following components -

1. Teachers leverage PowerSchool's Common Core aligned assessments to better inform instructional practice. This will enable teachers to more quickly identify content gaps among their students at a more granular subset of Common Core standards. A pre-assessment and post-assessment will be administered to help students
2. Students continue to participate in two ICA's Assessments - the first in the fall, the second in the spring - to gain familiarity and practice for the test. The fall semester exam was administered in December and was not scored as students were not required to complete the exam. However this will be adjusted so that the exposure practice exam will be scheduled earlier in the fall and to be scored. These adjustments will provide teachers an opportunity to develop instructional and intervention strategies earlier in the school year.
3. In addition, teachers will be trained to utilize the IAB practice exams at the end of the unit to provide another source of common-core aligned assessment and content.
4. Teachers then reviewed the ICA data and discussed areas of strengths and growth for instructional practices and student support. Finally, instructional practices were modified school-wide to assist students with mastering grade level standards in identified growth areas. Specifically, Power Hour Curriculum was adapted to address an identified need in the Math portion of SBAC, Mathematical Literacy.
5. Core math skills will be identified and mapped to be taught across the curriculum by all teachers in all subject areas. Similar to core English skills this year, this will provide students with additional opportunities for practice and reinforcement.

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

PERFORMANCE GAPS

The English Learner Proficiency Indicator is a state indicator that the LEA identifies as a key performance gap. While, there currently are no state indicators or local performance indicators using the state accountability scorecard yet for LAPCSM as it is in Year 1. However the LEA is forward planning using our internal datapoints to better support these students more intensively. Professional development, classroom observations and instructional practices will be modified to specifically integrate EL-specific strategies order to increase the CELDT levels and reclassification rate of students and consequently outcomes without the EL student group. For this school year, 0% of the students reclassified for LAPCMS during the Oct 2016 administration of the test however we expect the baseline to be set in the Oct 2017 to show positive outcomes.

Also, a supplemental support technology program is planned to be rolled out for EL students for classroom learning and practice. The program is intended to be geared towards basic / beginning EL students. This is intended to support the growing population of new English learners on campus. The current program used this school year had assumed some foundational English language skills and will continue to be valuable for our continuing EL students. The combination of these two programs is expected to support a broader base of students on campus through not only reading comprehension and spelling practice but also increasing basic skills like phonetic awareness. The team will use the EL Master Plan as a guide for implementation and a regular cadence to review results to make adjustments as needed.

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

The LEA provides intensive support for English Learners for reclassification and language skills growth. The School has identified several technology support tools targeted to support English Learners across their language levels (e.g., LTELs and new English learners). In addition, the School supports staff PD in addressing EL-specific strategies and approaches.

In addition, the School is planning on enhancing and refining its support services, specifically its afterschool support services for all its students. Currently 92% of our students receive free / reduced lunch. In AY16-17, nearly 100% of our students attend the afterschool services offered on campus. While the afterschool program will be offered school-wide, there are planned enhancements are services that will most impact its students unduplicated low-income and foster pupils.

1. Bringing afterschool services in-house. Currently, the afterschool program is offered by an external provider. By bringing the afterschool program under the purvey of the School / LEA, there is more opportunity to provide structure and support for students after school hours. One critical component will be to formalize a tutoring program for students. While the overall afterschool program may be limited based on staff capacity, after school tutoring is planned to be offered to all students.
2. Incorporation of mindfulness into the day. Time will be dedicated for students to practice reflection, meditation and mindfulness.
3. Mentorship program roll-out. A pilot mentorship program was started this school year to pair students with adult volunteers to develop and grow using the Whole Child mindset. The pilot was conducted with five high need students (four male, one female). Students and their mentors met twice a week to discuss issues and celebrate success achieved during the week. The goal is to expand these services with additional volunteer

mentors and a larger cohort of students.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,037,333
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,474,630

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

To further support the after school services, the parent organization, LA Promise Fund, will provide approximately $60,000 via philanthropic funds.

$1,389,211	Total Projected LCFF Revenues for LCAP Year

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 1	**Teacher assignments, credentialing, and authorization** – All core subject teachers will be appropriately assigned, credentialed and authorized in the subject area(s) for the classes they teach.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Method for Measuring: Documentation of required teacher authorizations and credentials (as per CCTC) maintained and current for each teacher **Outcome**: 100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation	100% of teachers are compliant with EDC 44258.9 and all applicable Williams legislation, as per CCTC

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.

	PLANNED	ACTUAL
Actions/Services	Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.	Schools validated that each teacher has the necessary credential and paperwork to teach their corresponding subject during the hiring and onboarding process. The schools are currently working with teachers to clear any additional credentials for next year with the next grade level.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	CMO Funds (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $2,490	5000-5999 Services and Other Operating Expenses - LCFF Base: $2,400

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.	Processes were developed and implemented by HR to ensure proper compliance and adherence to the goal.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The goal was effectively implemented through clearly communicated hiring expectations and aligned policies to ensure success.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
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.	No revisions required

Goal 2	**Access to Instructional Materials** – All students will have access to California Common Core State Standards aligned, Next Generation Science Standards aligned, or History-social science content standards aligned course materials – as applicable – and additional materials as outlined in the charter petition.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Method for Measuring: Text book assignment list **Outcome**: 100% compliance with EDC 60119	Textbooks purchased were validated to be 100% compliant with EDC 60119

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.

	PLANNED	ACTUAL
Actions/Services	Schools will provide appropriate, standards- aligned textbooks/curriculum materials throughout the year	Textbook inventory reflect an appropriate and standards-aligned curriculum provided to students throughout the year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	4000-4999 Books and Supplies - LCFF S & C: $90,000	4000-4999 Books and Supplies - LCFF S & C: $82,000

	PLANNED	ACTUAL
Actions/Services	School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school.	School Business Operations Manager ensures books are collected at the end of the school year when a student checks the book from the school. All students received the same set of books to use for the school year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $45,000	1000-1999 Certificated Salaries - LCFF Base: $45,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The School created and communicated internal processes to ensure all books loaned to students will also be collected at the end of the school year.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions were effective in distributing textbooks to students and ensuring students had the necessary materials for their Common Core-aligned classes. Additional diligence will be done to create a process to assign and track each textbooks loaned to individual students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
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	No revision required to this goal, expected outcomes, metrics or action / services.

LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 3	Facilities Maintenance - School facilities will be clean and maintained in good repair

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Method for Measuring: Daily spot checks, monthly safety inspection checklist and ongoing maintenance/repair logs, annual LACOE Facilities inspections **Outcomes**: > 90% of items in compliance or good repair; 100% of items in disrepair fixed by the next inspection	School site satisfactorily passed LACOE Spring facilities inspections in April 2017 indicating a facility in compliance and good repair. No items were noted to be in disrepair to be fixed for the next inspection.

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.

Actions/Services	**PLANNED** Schools will ensure risk management site inspections of campus by property and liability carrier.	**ACTUAL** School site is insured by an official provider. No inspections have been required or requested by the insurance carrier at this time. School site administrators and staff conduct routine internal inspections to guarantee safe and clean facilities for student learning
Expenditures	**BUDGETED** 5000-5999 Services and Other Operating Expenses - LCFF Base: $25,000	**ESTIMATED ACTUAL** 5000-5999 Services and Other Operating Expenses - LCFF Base: $15,000
Actions/Services	**PLANNED** Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance.	**ACTUAL** Custodial staff do not report to school site or district office staff. Custodial staff are independently trained and managed by the landlord. However reporting and issue management processes were developed to ensure that any issues or concerns at the School Site are addressed promptly and appropriately by the landlord.
Expenditures	**BUDGETED** 2000-2999 Classified Salaries - LCFF Base: $25,000	**ESTIMATED ACTUAL** 4000-4999 Books and Supplies - LCFF Base: $5,000
Actions/Services	**PLANNED** Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist	**ACTUAL** Any issues raised by LACOE during the facilities inspection were addressed in a timely manner.
Expenditures	**BUDGETED** 2000-2999 Classified Salaries - LCFF Base: $25,000	**ESTIMATED ACTUAL** 2000-2999 Classified Salaries - LCFF Base: $25,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions / services by school site staff to maintain a clean and safe facility for student learning were successfully implemented. Through reporting and issue management processes designed internally enabled close coordination between the school site, its landlord and the district office in order to address any repairs needed.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions / services were effective in achieving the goal, as outlined and measured by the LEA. The school facilities and items were in compliance and in good repair, as deemed by the recent LACOE facility inspection.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	An additional $30,000 was spent to upgrade the fire alarm system in the building. This did **not** have an impact to the school's budget as it was paid by the parent organization (LA Promise Fund) through philanthropic funds.
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.	No additional revisions required

Goal 4	**Implementation of State Content and Performance Standards** - School will fully implement state standards in all core subjects, including the CCSS in Math and ELA.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Method for measuring: Documentation of teacher participation in CCSS-aligned professional development; classroom observations by administrators verifying implementation of standards-aligned curricula using observation tool. **Outcome**: (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation	Classroom observation and PD schedule are CCSS-aligned. The majority of new teachers earned 2 or 3 on their classroom observation rubrics indicating "developing" and "effective" instructional practice in the classroom. Administrators and teachers have a continuous feedback cycle with both formal and informal observations as well as feedback conversations and improvement plans to continually hone classroom instruction.

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

	PLANNED	ACTUAL
Actions/Services	School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula	Professional Development sessions are scheduled for each Wednesday and Thursday at the school. Speakers and topics areas center teacher needs. There are dedicated PD sessions alloted in the PD schedule to discuss Common Core standards implementation through the year. In addition classroom data is used to support implementation of CCSS curricula and refine instructional practice.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF S & C: $40,000	5000-5999 Services and Other Operating Expenses - LCFF S & C: $25,000
	PLANNED	ACTUAL
Actions/Services	School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal	Classroom observations are done in both informally and formally throughout the year to support teacher development, classroom management and instructional practice. Administrators observe how and if curricula and materials are effectively used in the classroom. The Danielson Framework is the classroom observation tool used to formally observe teachers twice a year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $40,000	1000-1999 Certificated Salaries - LCFF Base: $44,750

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.	The School implemented state standards for all core subjects by ensuring teachers were trained on CCSS curricula, materials were provided to teachers and finally that teachers were utilized in the classroom. Administrators held teacher PD trainings specifically centered on CCSS and used a standardized observation tool to evaluate teachers. An instructional improvement cycle was created

through classroom observations, feedback and PD to ensure effective teaching in the classroom. Additional student support

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The implementation of CCSS in the classrooms was effective as all curricula and materials were closely aligned to CCSS in all core subjects using Pearson materials. This is supported by professional development schedules and classroom observations by administrators to verify successful alignment and implementation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	About half of the budgeted vendors provided PD services at either a reduced rate of for no cost.
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.	No revisions required.

Goal 5	**Parent Involvement** – The School will support a community of learners (Parents, Staff and Students) with parent involvement in workshops, activities and input opportunities.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Method for Measuring: Annual School Climate Survey; Documentation of parent participation in workshops and activities through workshop/school activity sign-in sheets **Outcomes**: (1) Establish baseline for parent satisfaction with opportunities for participation in school events and school life on annual survey (2) At least 80% of parents will attend at least two school events per year. (3) 72% of eligible parents will attend parent-student-teacher conferences	An Annual School Climate Survey was administered to parents in June. We received about 68% parent participation. A reward was announced to students who reached 100% survey participation in their classes to encourage parent input and response. The survey included a set of questions about school climate, teacher / staff interaction and involvement. A baseline satisfaction was measured to be 89% among parents who agree or strongly agree that the school fosters a positive learning environment for its students. Of parents surveyed, 90% of parents participated in 2 or more events including field trips, conferences, fundraiser event. Parent / Teacher conference participation varied by semester.

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.

Actions/Services	**PLANNED** School will administer Annual School Climate Survey to parents in the final months of the school year	**ACTUAL** An Annual School Climate Survey was developed and administered to parents in June. A Spanish version was translated to increase parent access and completion of the survey. The survey was given to students during their Advisory class. To maximize completion rates, the School offers all Advisory classes with 100% completion a pizza party.
Expenditures	**BUDGETED** 5000-5999 Services and Other Operating Expenses - LCFF Base: $27,000	**ESTIMATED ACTUAL** 5000-5999 Services and Other Operating Expenses - LCFF Base: $21,350
Actions/Services	**PLANNED** School will host annual Back to School Night, Fall conferences, Open House, and Spring Conferences (for parents of students with 2.0 or less). Supported by an LA's Promise Parent Engagement Coordinator, the School will also offer various parent engagement academic and/or empowerment workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year	**ACTUAL** A full master calendar was planned and implemented that included the annual Back to School night, Fall / Spring Conferences for students as well as Open House, Coffee with the Principal sessions and regularly scheduled School-Site Council meetings throughout the school year. Various parent engagement activities and workshops were provided to empower parents and engage them in decision-making.
Expenditures	**BUDGETED** 5000-5999 Services and Other Operating Expenses - LCFF S & C: $27,000 CMO Funds (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $6,000	**ESTIMATED ACTUAL** 5000-5999 Services and Other Operating Expenses - LCFF S & C: $27,000 CMO Funds (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $3,500

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.	The School hosted events and engagement opportunities for parents to be involved with the School

through different events (e.g., Open House, Coffee with the Principal). The schedule of events was communicated to students and parents to allow families to plan ahead and consider participation.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions / services are effective as reflected in the the high participation of parents in completing the survey (nearly 70%) as well as the high satisfaction index gathered via survey. In particular, providing parents options to engage with the school may contribute to a successful level of parent involvement. For example, the school provided paper surveys to parents rather than digital-only to increase the completion rate
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
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.	No revisions required

Goal 6	**Statewide Assessments** – Students will be expected to demonstrate annual progress towards mastering grade level standards

State and/or Local Priorities Addressed by this goal:

STATE [ ] 1 [ ] 2 [ ] 3 [✓] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8

COE [ ] 9 [ ] 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| **Method for Measuring**: CAASPP Proficiency Level % in Math and ELA

Outcome: Increase % of students achieving "Standard Met" or "Standard Exceeded" school-wide and for all significant subgroups by 2% from baseline | Preliminary data shows that CAASPP proficiency percentage for Math and ELA is 21% and 9%, respectively, meeting or exceeding standards. This represents 96% of our student scores. Additional scores will be posted as completed. The exam was administered to 100% of our students.

No baseline data was available due to this academic year being the first year for the school and students. Baseline was set this year and will be used for future analysis. |

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.

Actions/Services	**PLANNED** School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	**ACTUAL** Teachers were selected through a comprehensive hiring process including a resume screen and multiple interview rounds to ensure instructional quality and organizational fit.
Expenditures	**BUDGETED** 1000-1999 Certificated Salaries - LCFF Base: $83,500	**ESTIMATED ACTUAL** 1000-1999 Certificated Salaries - LCFF Base: $325,200
Actions/Services	**PLANNED** School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	**ACTUAL** School administrators created an observation schedule to provide teachers instructional feedback and personal development. A form was created to guide observations and conversations.
Expenditures	**BUDGETED** 1000-1999 Certificated Salaries - LCFF Base: $40,000	**ESTIMATED ACTUAL** 1000-1999 Certificated Salaries - LCFF Base: $40,000
Actions/Services	**PLANNED** After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.	**ACTUAL** A 3-day wrap-up Professional Development session is scheduled at the end of the year for a final review. This will include a preliminary data report and analysis using CAASPP, CELDT and grade results to guide the discussion and develop targeted strategies for the upcoming school year.
Expenditures	**BUDGETED** 1000-1999 Certificated Salaries - LCFF Base: $28,500	**ESTIMATED ACTUAL** 1000-1999 Certificated Salaries - LCFF Base: $15,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The School designed a SBAC learning cycle at the beginning of the year for teachers and students. The cycle was designed with two objectives - 1) to better prepare students for the final summative exam in the Spring; 2) to assist teachers' preparation of students. The learning cycle began at the end of the Fall semester with an initial ICA to provide students and teachers exposure to the exam. In mid-Spring, a second ICA was given and was hand-scored to provide teachers with actual results to inform their instructional practice. Data analysis was given to teachers to help them assess student performance and potential prior to the final summative exam.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions / services were effective in providing necessary data points and experiences for both students and teachers prior to the final exam. For example, teachers gained insights through the hand-scoring process of the second exam. It highlighted areas where students may need additional lessons or explanation. Score results from the May 2017 SBAC administration will serve as an indicator of the efficacy of school-wide focus on mastering grade-level standards.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Original LCAP budget assessment underestimated participation of other teachers and in addition, outside vendors will not be contracted.
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.	No revisions required

Goal 7	**Academic Performance Index** (API) – the school's annual API (or successor indicator) will meet or exceed point growth targets as set by the California Department of Education, per the State Board of Education's new accountability system (currently being developed)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Method for Measuring: API or successor indicator **Outcome**: N/A – CDE will not establish an API for the 2016-17 school year.	N/A; API was not used for 2016-17 school year. The recent release of the California School Dashboard and state accountability measures does not have data for LA's Promise Charter Middle School as it is a recently opened school.

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.

	PLANNED	ACTUAL
Actions/Services	School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	Teachers were selected through a comprehensive hiring process including a resume screen and multiple interview rounds to ensure instructional quality and organizational fit.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $83,500 (repeated expenditure)	: $0

	PLANNED	ACTUAL
Actions/Services	School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	School administrators created an observation schedule to provide teachers instructional feedback and personal development. A form was created to guide observations and conversations.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $40,000 (repeated expenditure)	: $0

	PLANNED	ACTUAL
Actions/Services	After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.	A 3-day wrap-up Professional Development session is scheduled at the end of the year for a final review. This will include a preliminary data report and analysis using CAASPP, CELDT and grade results to guide the discussion and develop targeted strategies for the upcoming school year.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $28,500 (repeated expenditure)	: $0

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.	N/A; no API / state success indicator
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	N/A; no API / state success indicator
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Expenditures were routed to Goal 6 as Goal 7 did not apply for the school
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.	No revisions required

| Goal 8 | **English Learner Adequate Progress Rate** - EL students will advance at least one level on the CELDT/ELPAC each year. |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| **Method for Measuring**: CELDT proficiency

Outcome: Establish CELDT performance baselines school-wide and for all significant EL subgroups | CELDT performance baseline was set with the 2016 administration of CELDT. While 0% of students met the reclassification requirements during the 2016 administration of CELDT, almost 1% of students tested increased their CELDT score by one level. |

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.

	PLANNED	ACTUAL
Actions/Services	School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester	An EL Master Plan was reviewed and monitored by the administration throughout the school year. There was at least one formal classroom observation per semester by administrators.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $27,000	1000-1999 Certificated Salaries - LCFF Base: $27,000

	PLANNED	ACTUAL
Actions/Services	School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	School has begun seeking vendors to provide Beginning Teacher Support and Assessment Induction this year. Meetings are ongoing to assess program fit and budget for the district. School will have a BTSA program for the upcoming academic school year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF Base: $10,000 CMO Funds (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $2,000	: $0 5000-5999 Services and Other Operating Expenses - LCFF S & C: $2,000

	PLANNED	ACTUAL
Actions/Services	School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies	ELD staff attended two hours of PD on specific ELD pedagogy while most PD sessions provided have some SDAEI strategies embedded into the presentation. Visual / kinetic instructional strategies were integrated into lessons for newcomers. Teachers participated in planned professional development sessions both on-site and off-site to learn about strategies.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF S & C: $28,000	1000-1999 Certificated Salaries - LCFF S & C: $28,000

	PLANNED	ACTUAL
Actions/Services	School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification	Assessments were used to place students into proper language classes, supporting ELL and LTEL students. Promise Hour, the equivalent of an advisory course, was used to check-in with students each semester.

GRADE assessments were not specifically used to monitor and assess RFEP students. |

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $20,000	1000-1999 Certificated Salaries - LCFF Base: $38,350

	PLANNED	ACTUAL
Actions/Services	School will provide interventions for LTELs through Pearson iLit ELL	ELD teacher used iLit as well as self-created materials to support continuation of language learning for LTEL students.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	4000-4999 Books and Supplies - LCFF Base: $50,000	4000-4999 Books and Supplies - LCFF Base: $50,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	School provided a variety of core resources to support EL reclassification as well as additional resources. School administrators reviewed, implemented and monitored its Master Plan throughout the school year and ensured utilization of CCSS-aligned curriculum using Pearson materials. In addition, ELD teacher was provided extra instructional support through dedicated PD sessions around instructional strategies and lesson planning as well as attending a CABE conference in March 2017 to learn best instructional practices.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The efficacy of the actions taken by administrators and ELD staff will be determined at the October 2017 administration of the CELDT / ELPAC Assessment.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Increase in expenditures to account for additional time dedicated to Power Hour by all teachers.

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.

To increase outcome of EL reclassification, a more explicit observation tool and practices are being established by adminstrators and the EL teacher for the following year. A grade monitoring tool will be created for EL students in order to monitor progress towards ELD standards and reclassification goals. These changes are reflected in the modified and additional actions / services for Goal 8.

Goal 9	**English Learner Reclassification Rate** – The reclassification rate will increase each year.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Method for Measuring: # and % of English Learners that reclassify annually **Outcome**: 15% reclassification rate	None of our students reclassified this year during the October 2016 CELDT exams. The reclassification rate for Oct 2016 is 0%. The reclassification rate of Oct 2017 will set baseline mark for annual reclassification benchmark.

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.

	PLANNED	ACTUAL
Actions/Services	School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester	Teachers used ELD materials and monitored ELL levels and progress of students throughout the school year. All teachers received formal observation with feedback at least once a semester.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $27,000 (repeated expenditure)	1000-1999 Certificated Salaries - LCFF Base: $27,000

	PLANNED	ACTUAL
Actions/Services	School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	School has begun seeking vendors to provide Beginning Teacher Support and Assessment Induction this year. Meetings are ongoing to assess program fit and budget for the district. School will have a BTSA program for the upcoming academic school year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $10,000 (repeated expenditure) CMO Funds (Management Fee) - 5000-5999 Services and Other Operating Expenses - LCFF Base: $2,000 (repeated expenditure)	(repeated expenditure) (repeated expenditure)

	PLANNED	ACTUAL
Actions/Services	School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies	ELD staff attended two hours of PD on specific ELD pedagogy while most PD sessions provided have some SDAEI strategies embedded into the presentation. Visual / kinetic instructional strategies were integrated into lessons for newcomers. Teachers participated in planned professional development sessions both on-site and off-site to learn about strategies.

Expenditures	**BUDGETED** 5000-5999 Services and Other Operating Expenses - LCFF S & C: $28,000 (repeated expenditure)	**ESTIMATED ACTUAL** (repeated expenditure)
Actions/Services	**PLANNED** School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification	**ACTUAL** Assessments were used to place students into proper language classes, supporting ELL and LTEL students. Promise Hour, the equivalent of an advisory course, was used to check-in with students each semester. GRADE assessments were not specifically used to monitor and assess RFEP students.
Expenditures	**BUDGETED** 1000-1999 Certificated Salaries - LCFF Base: $20,000 (repeated expenditure)	**ESTIMATED ACTUAL** (repeated expenditure)
Actions/Services	**PLANNED** School will provide interventions for LTELs through Pearson iLit ELL	**ACTUAL** ELD teacher used iLit as well as self-created materials to support continuation of language learning for LTEL students.
Expenditures	**BUDGETED** 4000-4999 Books and Supplies - LCFF Base: $50,000 (repeated expenditure)	**ESTIMATED ACTUAL** (repeated expenditure)

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.	To move students towards reclassification, school teachers - both EL and General Ed - implemented strategies to enhance ELA skills for EL learners. Teachers participated in professional development sessions during the Fall and Spring semesters to learn about effective strategies being done.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	For the 2016-2017 school-year the following criteria (In reference to the charter petition) was used to determine eligibility for reclassification of EL Learners:

1. CELDT overall score of 4 or 5, with scores of 3 in all subtests: Reading, Writing, Listening, Speaking
2. Grade in English of C, or 3 (out of 4), or better
3. Parent approval
4. Local test used: ILIT (Lexile Levels)

Due to AB 484 and the suspension of the California Standards Test beginning in 2014, the CDE has encouraged schools to choose their own criteria as the fourth measure for reclassification. Given the intimate connection between language acquisition and literacy development, we will use students' reading level as the final measure to assess readiness for reclassification. Students must read within one year of grade level to complete the RFEP criteria. This aligns with our instructional foci on literacy and language.

For the 2016-2017 school year, students did not receive a score of 4 or 5 on the CELDT. As a result, there were not any students who were eligible for reclassification due to not meeting the criteria #1 of the 4 reclassification criteria ares.

One student progressed from level 2 to level 3 for the 2016-2017 school year

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase in expenditures to account for additional time dedicated to Power Hour by all teachers.

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.

To increase outcome of EL reclassification, a more explicit observation tool and practices are being established by adminstrators and the EL teacher for the following year. A grade monitoring tool will be created for EL students in order to monitor progress towards ELD standards and reclassification goals. Additions and modifications to actions / services can be found in Goal 9 for next year's LCAP.

<table>
<tr><td>**Goal 10**</td><td>**School Attendance Rate** - The School will maintain a high Cumulative Attendance Rate school wide and for all statistically significant subgroups.</td></tr>
</table>

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

[ANNUAL MEASURABLE OUTCOMES]

EXPECTED

ACTUAL

Method for Measuring: Cumulative Attendance Rate **Outcomes**: The cumulative attendance rate shall exceed 92%	As of mid-June 2017, School has 95% cumulative attendance rate.

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.

Actions/Services	PLANNED	ACTUAL
	School leadership will conduct monthly attendance reviews to monitor student attendance.	Processes and responsibilities were designed to monitor student attendance on a daily and monthly cadence. The School Business Operations Managers (SBOM) reports absences to administrators daily and makes phone calls home to validate student absences. A monthly student attendance report is created each month.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	1000-1999 Certificated Salaries - LCFF Base: $35,000	1000-1999 Certificated Salaries - LCFF Base: $35,000

Actions/Services	PLANNED	ACTUAL
	School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.	Administrators hosted informal meetings to discuss the importance of attendance with parents during regularly scheduled Coffee with the Principal. Also, administrators met formally with parents of students who are chronically absent. Resources and a formal letter were given (and mailed) to parents.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	5000-5999 Services and Other Operating Expenses - LCFF Base: $30,000	5000-5999 Services and Other Operating Expenses - LCFF Base: $20,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	There were two key components of continuing a high attendance rate. First, internal processes were designed to ensure regular reporting and monitoring of attendance in the school office. Second, communication to both students and parents were coordinated to emphasize the importance of attendance with parents. Incentives were provided to students to reinforce regular school attendance and outreach was done with parents for communication.

35

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	School buoyed its attendance rate in the Spring after a slight dip from 98% to 94% after the holiday break using the actions described above. The combined strategies of active monitoring and outreach have proven effective as the cumulative attendance rate increased to 96% (as of May) and a reduction of students who are chronically absent. Particularly effective was not only addressing a student's poor attendance but also rewarding good attendance. An incentive program was instilled that awarded students with "Promise Dollars" that could convert to treats / snacks from the School.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Additional support was provided by the parent organization, thus less resources were needed from the school's budget.
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.	An additional action was added to the LCAP goal for next year to codify the addition of the incentives program for good attendance.

| **Goal 11** | **Chronic Absenteeism Rate** - The School will limit chronic absenteeism, defined as <=90% cumulative attendance. |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

| **Method for measuring**: Individual Cumulative Attendance rate

Outcome: % of students that are chronically absent shall not exceed 12% | Individual cumulative attendance rates were below 12% for all students except one student. |

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.

	PLANNED	ACTUAL
Actions/Services	School leadership will conduct monthly attendance reviews to monitor student attendance.	Administrative team met monthly to review attendance reports in order to discuss trends and identify strategies for specific students as needed.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $35,000 (repeated expenditure)	(repeated expenditure)

	PLANNED	ACTUAL
Actions/Services	School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.	Administrators hosted informal meetings to discuss the importance of attendance with parents during regularly scheduled Coffee with the Principal. Also, administrators met formally with parents of students who are chronically absent. Resources and a formal letter were given (and mailed) to parents.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF Base: $30,000 (repeated expenditure)	(repeated expenditure)

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.	High attendance rate conversely translates to a low chronic absenteeism rate. Daily and monthly attendance reports generated by the School Business Operations Manager allowed the school to identify students that were chronically absent. Administrators then had targeted conversations with parents of chronically absent students to actively mitigate continued absenteeism.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions were effective in achieving the goal as cumulative attendance rate is 96%, reflecting a low chronic absenteeism rate. Particularly effective was not only addressing a student's poor attendance but also rewarding good attendance. An incentive program was instilled that awarded students with "Promise Dollars" that could convert to treats / snacks from the School.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

An additional action was added to the LCAP goal for next year to codify the addition of the incentives program for good attendance.

Goal 12	**Dropout Rate** - The School will prevent dropouts by ensuring all students have access to quality curriculum, that parents are engaged, and that there are effective wrap-around supports for students at-risk of dropping out.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Method for Measuring: Middle School Dropout Rate **Outcome**: N/A – As defined by 5 CCR 1039.1, the middle school dropout rate does not apply to 6th grade	N/A; drop-out rate does not apply to the 6th grade, per 5 CCR 1039.1

ACTIONS / SERVICES

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

Actions/Services	**PLANNED** School leadership will conduct monthly attendance reviews to monitor student attendance.	**ACTUAL** Administrative team met monthly to review attendance reports in order to discuss trends and identify strategies for specific students as needed.
Expenditures	**BUDGETED** 1000-1999 Certificated Salaries - LCFF Base: $35,000 (repeated expenditure)	**ESTIMATED ACTUAL** (repeated expenditure)
Actions/Services	**PLANNED** School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day	**ACTUAL** Administrators hosted informal meetings to discuss the importance of attendance with parents during regularly scheduled Coffee with the Principal. Also, administrators met formally with parents of students who are chronically absent. Resources and a formal letter were given (and mailed) to parents.
Expenditures	**BUDGETED** 5000-5999 Services and Other Operating Expenses - LCFF Base: $30,000 (repeated expenditure)	**ESTIMATED ACTUAL** (repeated expenditure)
Actions/Services	**PLANNED** School will provide advisory teachers with dropout prevention training and support	**ACTUAL** A professional development session was held before the start of the school year, during the summer, to introduce and discuss restorative justice practices to help prevent dropouts. School staff also make phone calls home to follow-up with families about students' attendance.
Expenditures	**BUDGETED** 5000-5999 Services and Other Operating Expenses - LCFF Base: $10,000	**ESTIMATED ACTUAL** 5000-5999 Services and Other Operating Expenses - LCFF Base: $10,000

	PLANNED	ACTUAL
Actions/Services	School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits.	Attendance reports are generated daily. Home visits are done as needed to support attendance and reduce absenteeism. Administrators schedule meetings with parents of chronically absent students to emphasize the importance of daily attendance as well as provide parents resources.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $45,000	1000-1999 Certificated Salaries - LCFF Base: $25,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Both internal processes and training as well as external partnerships were developed to identify students at-risk for dropping out and helping mitigate that outcome.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Middle school drop-out rate does not apply until Year 3
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The parent organization provided additional supports thus the school spent less.
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.	No revisions required

Goal 13	School Suspension Rate – The School will minimize the use of suspensions

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Method for Measuring: Suspension rate **Outcomes**: Suspension rate shall not exceed 2%	There was a suspension rate of less than 2% for AY2016-17 with an emphasis on a minimal use of suspension across campus and staff.

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.

	PLANNED	ACTUAL
Actions/Services	School will utilize restorative practices as an alternative to more severe means of discipline	Restorative practice was used as the primary method for disciplinary situations.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $20,000	(repeated expenditure)
	PLANNED	**ACTUAL**
Actions/Services	School will provide classroom management training and support to teachers	Teachers attended multiple professional development trainings through the year given by on-site administrators, Restorative Justice and Facing History.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000	5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000
	PLANNED	**ACTUAL**
Actions/Services	School will provide training and support in Restorative Justice for teachers and staff	Teachers attended multiple professional development trainings through the year given. Specifically, teachers participated in a summer professional development / training on restorative practices hosted by CEEJ.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF S & C: $12,000	(repeated expenditure)
	PLANNED	**ACTUAL**
Actions/Services	School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling.	School partnered with LA's Child Guidance Center to provide students and families with counseling services. Referrals have been made for students who demonstrated a need for counseling. In addition, Progressive Discipline has been implemented schoolwide.

Expenditures	**BUDGETED** 1000-1999 Certificated Salaries - LCFF S & C: $20,000	**ESTIMATED ACTUAL** 1000-1999 Certificated Salaries - LCFF S & C: $20,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	School has implemented a number of progressive discipline approaches to address behaviors, as detailed below, to avoid out-of-school suspensions among its students 1. **Curriculum** - The Power Hour curriculum was enhanced by modifying the homeroom period to include an Anti-Bullying Curriculum that was aligned to the movie*, The Bully* and the book, *Wonder.* The curriculum is designed to address a primary issue that middle school children encounter, bullying. Students also participated in a month long anti-bullying campaign that was developed through the *History Alive!* Curriculum. The culminating event for this activity was an Anti-Bulling Spirit Week. 2. **School-wide Classroom Expectations -** School-wide Classroom Expectations were developed with students in order to have continuity with expectations school-wide. The Expectations are written in a positive and proactive manner. All rules are posted and have been communicated to students. 3. **Clear and Coherent Behavior Protocols**- All students who are referred to the school office are required to sign into a behavior log. All referrals are maintained in the school office and are entered into the student information system, Powerschool. Data will be used to summarize trends in behavior for individual students, students school-wide and Professional development and support for Instructional Staff. 4. **Parent Involvement -** Parents at LA's Promise Charter Middle School #1 are encouraged to participate by volunteering and attending Parent College and monthly Coffee With The Principal Meetings. Parents of students who demonstrate behavioral needs are also asked to sit in on classes and shadow their child during the instructional day.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	While the progressive discipline approach, detailed above, has been effective in addressing student behavior. There were two suspensions events on-campus, as of mid-June. The overarching goal for LA's Promise Charter Middle School #1's staff, is to teach our students the skills they will need in order to succeed in their communities. Our school has implemented a variety of alternatives to suspension using a restorative justice model, in effort to reduce suspensions and proactively improve overall student achievement. These policies have helped support our school's goals. However, the two suspensions of two African-American males. One was due to inflicting harm on another student while the other was due to a weapon brought to campus.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None

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.

No revisions required

Goal 14

Student Expulsion Rate – The School will minimize the use of expulsion

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Method for Measuring: Expulsion **Outcomes**: Expulsion rate shall not exceed 1%	School has not expelled any students

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.

	PLANNED	ACTUAL
Actions/Services	School will utilize restorative practices as an alternative to more severe means of discipline	Restorative practices were used as the primary method for disciplinary situations.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $20,000 (repeated expenditure)	(repeated expenditure)

	PLANNED	ACTUAL
Actions/Services	School will provide classroom management training and support to teachers	A professional development session was coordinated with Teach for America centered around classroom management and student voice. In addition, Administrators worked on management, systems, routines and procedures with all teachers throughout the school year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF S & C: $10,000 (repeated expenditure)	1000-1999 Certificated Salaries - LCFF S & C: $10,000

	PLANNED	ACTUAL
Actions/Services	School will provide training and support in Restorative Justice for teachers and staff	Teachers attended multiple professional development trainings through the year given by on-site administrators, Restorative Justice and Facing History. Specifically, teachers participated in a summer professional development / training on restorative practices hosted by CEEJ.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF S & C: $12,000 (repeated expenditure)	(repeated expenditure)

	PLANNED	ACTUAL
Actions/Services		

		School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling.	In addition to the ongoing partnership with community organizations described in previous goals, the School partnered with DirectEd to provide extra support / counseling for students in need.
Expenditures		**BUDGETED** 1000-1999 Certificated Salaries - LCFF S & C: $20,000 (repeated expenditure)	**ESTIMATED ACTUAL** 1000-1999 Certificated Salaries - LCFF S & C: $20,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions / services were implemented to provide teachers with the support needed to de-escalate situations and provide alternative methods of discipline. TFA provided targeted PD in classroom management student voice, including sessions on restorative practices and PBIS. In addition, real-time classroom observations were conducted for a month by TFA to provide teachers extra instructional support and coaching. Administrators then worked with instructors to instill classroom systems, routines and procedures to facilitate classroom management.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions / services were effective in achieving the stated goal as no students were expelled during the school year. They were effective in setting a positive school culture through restorative and PBIS-driven practices that complimented excellent instructional practice.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
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.	No revisions required

Goal 15

Student Satisfaction - The School will maintain a high level of satisfaction from students on the Annual School Climate Survey

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Method of Measuring: Annual School Climate Survey **Outcome**: Establish baseline % for positive student responses on annual survey	The annual climate survey administered to teachers and students showed strong positive responses among students' assessment of how the school cultivates a culture of excellence and expectations • 84% of students agreed that "I can be a success in school" • 71% of students agreed that "I really want this school to be 'the best'" In addition, staff had a strong positive response • 100% of staff agreed that "Everyone shares a desire for positive school change / growth" • 100% of staff agreed that "Students and staff have a sincere concern about each other"

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.

	PLANNED	ACTUAL
Actions/Services	School will maintain transparency regarding policy and regularly communicate with students regarding expectations and opportunities during advisory announcements.	School communicates expectations and opportunities through a variety of channels depending on what it relates to. For example, student behavior expectations are on posters throughout campus. School communicates student expectations to all personnel on-campus (e.g., Office Manager) to ensure a consistent and uniform behavior enforcement. Additionally, classroom expectations are kept at the forefront for students. Students are given incentives to earn good grades through a rewards system. Wherever possible and appropriate, all conversations with are refocused on achieving academic outcomes and academic performance.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	5000-5999 Services and Other Operating Expenses - LCFF Base: $45,000	2000-2999 Classified Salaries - LCFF Base: $45,000

	PLANNED	ACTUAL
Actions/Services	Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.	Teachers inform students of their class grade on a regular basis, beyond three times a year. There are formal progress reports that are shared and parent-teacher conferences during both semesters to provide students, teachers and parents to discuss their student performance. Teachers also provide students an update on their current class grade before a major course milestone (e.g., heavily weighted project or exam) to communicate the potential projections of their class grade based on the assignment.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $40,000	1000-1999 Certificated Salaries - LCFF Base: $37,750

	PLANNED	ACTUAL
Actions/Services		

	School will administer Annual Stakeholder feedback in May or June	A survey was administered in the final months of school to students, staff and parents to gauge their satisfaction of the school year as well as feedback for improvement next year. Questions, topics and language in the survey were slightly modified across the different surveys to ensure relatability and relevance to those surveyed. However the major topics areas remained consistent across all surveys to understand each stakeholder groups' take on school climate and culture.
Expenditures	**BUDGETED** 1000-1999 Certificated Salaries - LCFF Base: $40,000	**ESTIMATED ACTUAL** 1000-1999 Certificated Salaries - LCFF Base: $15,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Communication by stakeholders across the campus was key in ensuring a positive student response on the annual survey. Administrators and staff ensured that policies and performance were regularly communicated to students throughout the school year.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Based on the very positive results by Annual Climate Survey on student and school culture, the actions / services were effective in cultivating a positive campus culture.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The parent organization provided additional support in creating/facilitating the delivery of the survey, hence, less resources were needed from the school.
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.	No revisions required

Goal 16	**Broad Course of Study** - All students will have access to a broad course of study in English, Math, Social Studies, Science, Health/PE, and visual/performing arts, and extended learning opportunities as outlined in the School's charter petition.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Method for Measuring: Master schedules, student schedules **Outcomes**: All students will have access to the course sequence outlined in the School's charter petition	Master schedules and student schedules were developed based on the School's charter petition and reflect its guidelines.

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.

	PLANNED	ACTUAL
Actions/Services	School leadership will ensure that all students receive a full schedule of classes at all times, after each student's initial programming, in accordance with the course sequence outlined in the School's charter petition.	Master schedules and student schedules were included to ensure students were enrolled in all core subjects offered.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	1000-1999 Certificated Salaries - LCFF Base: $45,000	1000-1999 Certificated Salaries - LCFF Base: $360,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	School curriculum offered is A-G aligned in a college prep school. All students are programmed with a core set of classes. All students are offered available curriculum of core A-G aligned courses as well as intervention and elective classes.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions / services were effective in ensuring that all students have a full set of courses through the school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The original LCAP budget estimate did not account for the overall robust program of the school which included the participation of all teachers.
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.	No revisions required

<table>
<tr><td>## Goal 17</td><td>**English Literacy -** Students will demonstrate grade level proficiency in English literacy</td></tr>
</table>

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
Method of Measuring: Pearson GRADE Assessment **Outcome**: 60% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level	80% of students achieved a grade level equivalent lexile score of no more than 2 grades below their current grade level.

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.

	PLANNED	ACTUAL
Actions/Services	School will administer Pearson GRADE Assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores	Pearson GRADE Assessment was not specifically used this year. However, School administered a RI assessment through other technological platforms to identify the best fit for staff and students such as ThinkCERCA to measure lexile and mastery of standards in ELA.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	4000-4999 Books and Supplies - LCFF S & C: $50,000	1000-1999 Certificated Salaries - LCFF S & C: $50,000

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of the actions / services was not achieved through the specific technology platform identified. An alternative assessment based on the San Diego Quick Assessment of Reading was administered to achieve the same objective based on the preference of both staff and students. The lexile scores were then mapped using the Lexile Grade Level Correspondence to determine what reading grade level students achieved.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	While a different technology was used than as identified, the actions were effective to achieve the stated as 60% of students read within grade level reading range (defined as grades 4 to 6); 20% were reading at above grade level (grade 7+) and only 20% were reading below 2 grade levels (less than grade 4).
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The intervention software, ThinkCERCA was provided at no cost, however, costs were shifted to personnel as reflective of teacher time to implement this new program. The final assessment administered was adapted and refined by the instructor.
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.	A revision to the action was done to state the goal / purpose of the technology platform, rather than the specific company. This allows for some flexibility by the School to swap vendors as needed to maximize its efficacy.

Stakeholder Engagement

LCAP Year   ☑ 2017-18   ☐ 2018-19   ☐ 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

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

The LEA consulted a variety of stakeholders as part of the planning process of this LCAP's annual review and analysis. Parents were exposed to the LCAP before the start of the school year. School-site administrators and teachers were first and foremost involved in the process of gathering data points of activities completed and outcomes achieved for each goal starting in April 2017. The LEA consolidated the data provided by the school sites to better understand and reflect on each LCAP goal through May 2017. In addition, the School Site Council (SSC) was presented the synthesized information to gather feedback for planning and refinement during the June council meeting. The draft LCAP was shared with LACOE for additional feedback. Finally, the polished reflections and improvement points were presented to the School's Board of Directors for final input and approval for next year's actions and goal progress.

The LCAP annual progress and three year plan was presented and approved by the Schools Committee Board on June 27.

IMPACT ON LCAP AND ANNNUAL UPDATE

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

In the planning phase, Parents were exposed the LCAP - its general purpose and the LEA's specific goals / actions / services. There were three meetings dedicated to discuss and review the components in the LCAP. Parents provided input into the policies as it relates to the LCAP. For example, as part of our LCAP goal #16 to provide a broad range of study for students - parents discussed at length then voted to how changing for PE would be done on campus. The original policy had students change for PE in the bathrooms but due to input from parents, the school adopted an open policy of whether students change in the restroom or come to school already changed in their PE clothes. Such conversations with parents and other stakeholders was helpful in strengthening our goals and connecting our actions to outcomes on campus.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

☐ New	☐ Modified	☑ Unchanged

Goal 1	**Teacher assignments, credentialing, and authorization** – All core subject teachers will be appropriately assigned, credentialed and authorized in the subject area(s) for the classes they teach.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need: LA's Promise will abide by California Education Code (EDC) Section 44258.9 and all applicable Williams legislation

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher	100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation	100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation	100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation	100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.	Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.	Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,270	Amount	$8,842	Amount	$8,899
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Services and Other Operating Expenses; CMO Funds (Management Fee)	Budget Reference	Services and Other Operating Expenses; CMO Funds (Management Fee)	Budget Reference	Services and Other Operating Expenses; CMO Funds (Management Fee)

	☐ New	☐ Modified	☑ Unchanged

Goal 2

Access to Instructional Materials – All students will have access to California Common Core State Standards aligned, Next Generation Science Standards aligned, or History-social science content standards aligned course materials – as applicable – and additional materials as outlined in the charter petition.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

LA's Promise will abide by EDC Section 60119 and all applicable Williams legislation

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Compliance with EDC 60119	100% compliance with EDC 60119	100% compliance with EDC 60119	100% compliance with EDC 60119	100% compliance with EDC 60119

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Schools will provide appropriate, standards-aligned textbooks/curriculum materials throughout the year	Schools will provide appropriate, standards-aligned textbooks/curriculum materials throughout the year	Schools will provide appropriate, standards-aligned textbooks/curriculum materials throughout the year

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$99,000	Amount	$159,000	Amount	$177,000
Source	LCFF	Source	LCFF	Source	LCFF

Books and Supplies

Books and Supplies

Books and Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school.	School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school.	School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,500	Amount	$15,000	Amount	$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

	New	☑ Modified	☑ Unchanged

Goal 3

Facilities Maintenance – School facilities will be clean and maintained in good repair

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

LA's Promise will abide by EDC 17002 and all applicable Williams legislation

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Repair time	100% of items in disrepair fixed by the next inspection	100% of items in disrepair fixed by the next inspection	100% of items in disrepair fixed by the next inspection	100% of items in disrepair fixed by the next inspection
Items in Compliance / good repair	> 90% of items in compliance or good repair	> 90% of items in compliance or good repair	> 91% of items in compliance or good repair	> 92% of items in compliance or good repair

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Schools will ensure risk management site inspections of campus by property and liability carrier.	Schools will ensure risk management site inspections of campus by property and liability carrier.	Schools will ensure risk management site inspections of campus by property and liability carrier.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,140	Amount	$1,105	Amount	$989
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Budget
Reference

Services and Other Operating
Expenses

Action **2**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance.	Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance.	Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,750	Amount	$7,500	Amount	$7,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

Action **3**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist	Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist	Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,850	Amount	$2,763	Amount	$2,472
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

	☐ New	☑ Modified	☐ Unchanged

Goal 4

Implementation of State Content and Performance Standards - School will fully implement state standards in all core subjects, including the CCSS in Math and ELA.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Students must have access to lessons and materials that allow them to progress toward mastering state standards

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom observation rubric	Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.	Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.	Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.	Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.
CCSS-aligned PD	All new teachers will attend CCSS-aligned PD	All new teachers will attend CCSS-aligned PD	All new teachers will attend CCSS-aligned PD	All new teachers will attend CCSS-aligned PD

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula	School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula	School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 2

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

Students to be Served: ☑ All   ☐ Students with Disabilities   ☐ Specific Student Group(s):

Locations: ☑ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Service: ☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal	School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal	School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$78,750	Amount	$105,000	Amount	$157,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **3**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☑ Specific Schools: <u>LA's Promise Charter Middle School #1</u> ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Core subject skills, pre-identified by staff and teachers, will be taught across the curriculum by all teachers in all subject areas to reinforce student learning.	Core subject skills, pre-identified by staff and teachers, will be taught across the curriculum by all teachers in all subject areas to reinforce student learning.	Core subject skills, pre-identified by staff and teachers, will be taught across the curriculum by all teachers in all subject areas to reinforce student learning.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$453,750	Amount	$660,000	Amount	$742,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

	New		Modified	☑	Unchanged

Goal 5	**Parent Involvement** – The School will support a community of learners (Parents, Staff and Students) with parent involvement in workshops, activities and input opportunities.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Parents play a monumental role in student life outside of school. Therefore, parent involvement in their child's education is a key asset in ensuring student success.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent satisfaction	A baseline satisfaction was measured to be 89% among parents who agree or strongly agree that the school fosters a positive learning environment for its students.	Attain an increase of no less than 2% on the baseline in parent satisfaction with opportunities for participation in school events and school life on annual survey	Attain an increase of no less than 5% on the baseline in parent satisfaction with opportunities for participation in school events and school life on annual survey	Maintain a 5% increase to baseline in parent satisfaction with opportunities for participation in school events and school life on annual survey
Parent event participation	At least 80% of parents will attend at least two school events per year.	At least 81% of parents will attend at least two school events per year.	At least 82% of parents will attend at least two school events per year.	At least 82% of parents will attend at least two school events per year.
Parent participation in parent / teacher conferences	65% of parents attended parent-student-teacher conferences in the fall and 50% in the spring	70% of parents will attend parent-student-teacher conferences	72% of parents will attend parent-student-teacher conferences	75% of parents will attend parent-student-teacher conferences

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will administer Annual School Climate Survey to parents in the final months of the school year	School will administer Annual School Climate Survey to parents in the final months of the school year	School will administer Annual School Climate Survey to parents in the final months of the school year

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$6,750	Amount	$9,000	Amount	$13,500
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Services and Other Operating Expenses; CMO Management Fee	Budget Reference	Services and Other Operating Expenses; CMO Management Fee	Budget Reference	Services and Other Operating Expenses; CMO Management Fee

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will host annual Back to School Night, Fall conferences, Open House, and Spring Conferences (for parents of students with 2.0 or less). Supported by an LA's Promise Parent Engagement Coordinator, the School will also offer various parent engagement academic and/or empowerment workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year	School will host annual Back to School Night, Fall conferences, Open House, and Spring Conferences (for parents of students with 2.0 or less). Supported by an LA's Promise Parent Engagement Coordinator, the School will also offer various parent engagement academic and/or empowerment workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year	School will host annual Back to School Night, Fall conferences, Open House, and Spring Conferences (for parents of students with 2.0 or less). Supported by an LA's Promise Parent Engagement Coordinator, the School will also offer various parent engagement academic and/or empowerment workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount $15,000	Amount $20,000	Amount $30,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; CMO Management Fee	Budget Reference	Services and Other Operating Expenses; CMO Management Fee	Budget Reference	Services and Other Operating Expenses; CMO Management Fee

| | ☐ New | ☑ Modified | ☐ Unchanged |

Goal 6

Statewide Assessments – Students will be expected to demonstrate annual progress towards mastering grade level standards

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

To foster college and career readiness, and in anticipation of the new accountability system for California K-12 public education, the School must be effective at providing instruction that allows students to master state content standards

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA Scores	Preliminary baseline (not all scoring completed) show 21% meeting or exceeding standards	Increase students meeting / exceeding standards to 23%	Increase students meeting / exceeding standards to 25%	Increase students meeting / exceeding standards to 28%
SBAC Math Scores	Prelminary Math scores show 9% of students meeting / exceeding standards	Increase Math scores to 12% of students meeting / exceeding standards	Increase Math scores to 13% of students meeting / exceeding standards	Increase Math scores to 14% of students meeting / exceeding standards

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,700	Amount	$5,526	Amount	$4,944
Source	LCFF	Source	LCFF	Source	LCFF

82

Budget Reference	Services and Other Operating Expenses; CMO Management Fee	Budget Reference	Services and Other Operating Expenses; CMO Management Fee	Budget Reference	Services and Other Operating Expenses; CMO Management Fee

Action **2**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$78,750	Amount	$105,000	Amount	$157,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☑ Specific Schools: <u>LA's Promise Charter Middle School #1</u> ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Teacher to leverage Common Core aligned assessments at the end of a teaching block to help benchmark progress and refine instructional practice (e.g., PowerSchool's Common Core aligned assessments and IAB exams)	Teacher to leverage Common Core aligned assessments at the end of a teaching block to help benchmark progress and refine instructional practice (e.g., PowerSchool's Common Core aligned assessments and IAB exams)	Teacher to leverage Common Core aligned assessments at the end of a teaching block to help benchmark progress and refine instructional practice (e.g., PowerSchool's Common Core aligned assessments and IAB exams)

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$151,250	Amount	$220,000	Amount	$247,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **4**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☑ Specific Schools: <u>LA's Promise Charter Middle School #1</u> ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Two practice ICAs will be administered to students - one in the Fall and one in the Spring - to expose students to the examine and refine instructional practice for teachers	Two practice ICAs will be administered to students - one in the Fall and one in the Spring - to expose students to the examine and refine instructional practice for teachers	Two practice ICAs will be administered to students - one in the Fall and one in the Spring - to expose students to the examine and refine instructional practice for teachers

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$30,250	Amount	$44,000	Amount	$49,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 5

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _</td></tr>
<tr><td>Locations:</td><td>☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served:</td><td>☐ English Learners ☐ Foster Youth ☐ Low Income</td></tr>
<tr><td>Scope of Service:</td><td>☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Locations:</td><td>☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.	After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.	After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,750	Amount	$21,000	Amount	$31,500
Source	LCFF	Source	LCFF	Source	LCFF

Certificated Salaries

Certificated Salaries

Certificated Salaries

☐ New	☑ Modified	☐ Unchanged

Goal 7	**Academic Indicator** – the school's Academic Indicator will demonstrate percentage growth annually per the State Board of Education's new accountability system

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Utilizing a common statewide benchmark of academic success, the School must demonstrate academic effectiveness by meeting or exceeding the state academic performance expectations

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA Scores	Preliminary baseline (not all scoring completed) show 21% meeting or exceeding standards	Increase students meeting / exceeding standards to 23%	Increase students meeting / exceeding standards to 25%	Increase students meeting / exceeding standards to 28%
SBAC Math Scores	Preliminary Math scores show 9% of students meeting / exceeding standards	Increase Math scores to 12% of students meeting / exceeding standards	Increase Math scores to 13% of students meeting / exceeding standards	Increase Math scores to 14% of students meeting / exceeding standards

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$6,270 (repeat expenditure)	Amount	$8,842 (repeat expenditure)	Amount	$8,899 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF

Services and Other Operating
Expenses;
CMO Management Fee

Services and Other Operating
Expenses;
CMO Management Fee

Services and Other Operating
Expenses;
CMO Management Fee

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$78,750 (repeat expenditure)	Amount	$105,000 (repeat expenditure)	Amount	$157,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.	After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.	After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,750 (repeat expenditure)	Amount	$21,000 (repeat expenditure)	Amount	$31,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference
Certificated Salaries
Budget
Reference
Certificated Salaries
Budget
Reference
Certificated Salaries

	☐ New	☑ Modified	☐ Unchanged

Goal 8

English Learner Adequate Progress Rate - EL students will advance at least one level on the CELDT/ELPAC each year

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

In order to ensure that ELs reclassify within a reasonable amount of time, the School must monitor the effectiveness of its EL program via student performance the California English Language Development Test and subsequently the English Language Proficiency Assessments for California through the lens of progress over time.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Proficiency	Establish CELDT performance baselines schoolwide and for all significant EL subgroups	Establish CELDT performance baselines schoolwide and for all significant EL subgroups	EL students will advance at least one performance level on the annual CELDT / ELPAC at no less than 4% more than the baseline year.	EL students will advance at least one performance level on the annual CELDT / ELPAC at no less than 4% more than the baseline year.

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☑ Specific Schools: LA Promise's Charter Middle School #1 ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester	School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester	School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,750	Amount	$21,000	Amount	$31,500
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 2

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
School will provide Beginning Teacher Support and Assessment Induction throughout the year	School will provide Beginning Teacher Support and Assessment Induction throughout the year	School will provide Beginning Teacher Support and Assessment Induction throughout the year

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,000	Amount	$2,500	Amount	$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; 2500	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **3**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies	School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies	School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **4**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☑ Specific Schools: LA Promise's Charter Middle School #1 ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
School will monitor English proficiency of RFEP students using the a RI assessment and CAASPP ELA for a period of at least 2 years after reclassification	School will monitor English proficiency of RFEP students using the a RI assessment and CAASPP ELA for a period of at least 2 years after reclassification	School will monitor English proficiency of RFEP students using the a RI assessment and CAASPP ELA for a period of at least 2 years after reclassification

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,750	Amount	$21,000	Amount	$31,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **5**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☑ Specific Schools: LA Promise's Charter Middle School #1 ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
School will provide targeted interventions for LTELs	School will provide targeted interventions for LTELs	School will provide targeted interventions for LTELs

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$90,750	Amount	$132,000	Amount	$148,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 6

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☑ Schoolwide   OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☑ Specific Schools: LA Promise's Charter Middle School #1 ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
School will implement an additional technology program to support new / foundational English Learner (e.g., newcomers)	School will implement an additional technology program to support new / foundational English Learner (e.g., newcomers)	School will implement an additional technology program to support new / foundational English Learner (e.g., newcomers)

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$8,250	Amount	$12,000	Amount	$13,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Goal 9

English Learner Reclassification Rate – The reclassification rate will increase each year.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

English Learners must become proficient in English. It is the obligation of the School to provide a quality English Language Development program that enables students to acquire English language skills within a reasonable timeframe. The success of this program must be measured. The School shall utilize the EL reclassification rate as a component of this measurement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification rate	No students reclassified	Grow baseline reclassification rate by 5%	Grow baseline reclassification rate by 7%	Grow baseline reclassification rate by 10%

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☑ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☑ Specific Schools: LA Promise's Charter Middle School #1 ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester	School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester	School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,750 (repeat expenditure)	Amount	$21,000 (repeat expenditure)	Amount	$31,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF

105

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Action 2

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
School will offer Beginning Teacher Support and Assessment Induction to support strong instructional practice.	School will offer Beginning Teacher Support and Assessment Induction to support strong instructional practice.	School will offer Beginning Teacher Support and Assessment Induction to support strong instructional practice.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000 (repeat expenditure)	Amount	$2,500 (repeat expenditure)	Amount	$2,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

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Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies	School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies	School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500 (repeat expenditure)	Amount	$2,500 (repeat expenditure)	Amount	$2,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☑ Specific Schools: <u>LA Promise's Charter Middle School #1</u> ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged	☐ New ☑ Modified ☐ Unchanged
School will monitor English proficiency of RFEP students using a RI assessment and CAASPP ELA for a period of at least 2 years after reclassification	School will monitor English proficiency of RFEP students using a RI assessment and CAASPP ELA for a period of at least 2 years after reclassification	School will monitor English proficiency of RFEP students using a RI assessment and CAASPP ELA for a period of at least 2 years after reclassification

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,750 (repeat expenditure)	Amount	$21,000 (repeat expenditure)	Amount	$31,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **5**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☑ Specific Schools: LA Promise's Charter Middle School #1 ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide targeted interventions for LTELs	School will provide targeted interventions for LTELs	School will provide targeted interventions for LTELs

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$100,000 (repeat expenditure)	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Books and Supplies	Budget Reference		Budget Reference	

110

Action **6**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☑ Specific Schools: <u>LA Promise's Charter Middle School #1</u> ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
School will implement an additional technology program to support new / foundational English Learner (e.g., newcomers)	School will implement an additional technology program to support new / foundational English Learner (e.g., newcomers)	School will implement an additional technology program to support new / foundational English Learner (e.g., newcomers)

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$8,250 (repeat expenditure)	Amount	$12,000 (repeat expenditure)	Amount	$13,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

	New		Modified		☑ Unchanged

Goal 10

School Attendance Rate - The School will maintain a high Cumulative Attendance Rate school wide and for all statistically significant subgroups.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Students cannot be reached by the instructional program if they do not attend school. Therefore, the school must maintain high levels of attendance for students to be engaged.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Culumative Attendance Rate	The cumulative attendance rate shall exceed 92%	The cumulative attendance rate shall exceed 93%	The cumulative attendance rate shall exceed 94%	The cumulative attendance rate shall exceed 95%

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School leadership will conduct monthly attendance reviews to monitor student attendance.	School leadership will conduct monthly attendance reviews to monitor student attendance.	School leadership will conduct monthly attendance reviews to monitor student attendance.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,150	Amount	$4,200	Amount	$6,300
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Action 2

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.	School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.	School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,875	Amount	$10,500	Amount	$15,750
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference | Certificated Salaries

Budget
Reference | Certificated Salaries

Budget
Reference | Certificated Salaries

Action **3**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Implement school-wide attendance incentives to celebrate students who meet attendance targets	Implement school-wide attendance incentives to celebrate students who meet attendance targets	Implement school-wide attendance incentives to celebrate students who meet attendance targets

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,150	Amount	$4,200	Amount	$6,300
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

| ☐ New | ☐ Modified | ☑ Unchanged |

Goal 11

Chronic Absenteeism Rate - The School will limit chronic absenteeism, defined as <=90% cumulative attendance.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

To prioritize school action around attendance, and address the State's priority, the school will maintain a low % of chronically absent
students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism Rate	% of students that are chronically absent shall not exceed 12%	% of students that are chronically absent shall not exceed 11%	% of students that are chronically absent shall not exceed 10%	% of students that are chronically absent shall not exceed 10%

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School leadership will conduct monthly attendance reviews to monitor student attendance.	School leadership will conduct monthly attendance reviews to monitor student attendance.	School leadership will conduct monthly attendance reviews to monitor student attendance.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,150 (repeat expenditure)	Amount	$4,200 (repeat expenditure)	Amount	$6,300 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF

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Action 2

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.	School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.	School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,875	Amount	$10,500	Amount	$15,750
Source	LCFF	Source	LCFF	Source	LCFF

Certificated Salaries

Certificated Salaries

Certificated Salaries

Action 3

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Implement school-wide attendance incentives to celebrate students who meet attendance targets	Implement school-wide attendance incentives to celebrate students who meet attendance targets	Implement school-wide attendance incentives to celebrate students who meet attendance targets

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,150	Amount	$4,200	Amount	$6,300
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

	New		Modified	☑	Unchanged

Goal 12	**Dropout Rate** - The School will prevent dropouts by ensuring all students have access to quality curriculum, that parents are engaged, and that there are effective wrap-around supports for students at-risk of dropping out.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Completing K-12 education is a fundamental necessity for a successful adult life. Students must persist toward and subsequently earn a high school diploma in order to access economic and social opportunities beyond high school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Drop-out Rate	The dropout rate will be similar to, or less than that of comparison schools.	The dropout rate will be similar to, or less than that of comparison schools.	The dropout rate will be similar to, or less than that of comparison schools.	The dropout rate will be similar to, or less than that of comparison schools.

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School leadership will conduct monthly attendance reviews to monitor student attendance.	School leadership will conduct monthly attendance reviews to monitor student attendance.	School leadership will conduct monthly attendance reviews to monitor student attendance.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,150 (repeat expenditure)	Amount	$4,200 (repeat expenditure)	Amount	$6,300 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Action 2

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td align="right">Students to be Served:</td><td>☑ All   ☐ Students with Disabilities   ☐ Specific Student Group(s):</td></tr>
<tr><td align="right">Locations:</td><td>☑ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td align="right">Students to be Served:</td><td>☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td align="right">Scope of Service:</td><td>☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td align="right">Locations:</td><td>☐ All Schools   ☐ Specific Schools: ☐ Specific Grade Spans:</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day	School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day	School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,875 (repeat expenditure)	Amount	$10,500 (repeat expenditure)	Amount	$15,750 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Action **3**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide advisory teachers with dropout prevention training and support	School will provide advisory teachers with dropout prevention training and support	School will provide advisory teachers with dropout prevention training and support

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **4**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits.	School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits.	School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 5

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

Students to be Served: ☑ All   ☐ Students with Disabilities   ☐ Specific Student Group(s): ___

Locations: ☑ All Schools   ☐ Specific Schools: ___   ☐ Specific Grade Spans: ___

OR

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

Students to be Served: ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Service: ☐ LEA-wide   ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools   ☐ Specific Schools: ___   ☐ Specific Grade Spans: ___

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged	☑ New ☐ Modified ☐ Unchanged
Implement school-wide attendance incentives to celebrate students who meet attendance targets	Implement school-wide attendance incentives to celebrate students who meet attendance targets	Implement school-wide attendance incentives to celebrate students who meet attendance targets

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,150 (repeat expenditure)	Amount	$4,200 (repeat expenditure)	Amount	$6,300 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

☐ New	☐ Modified	☑ Unchanged

Goal 13

School Suspension Rate – The School will minimize the use of suspensions

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Students must attend class in order to learn the skills necessary to satisfy the state's content standards. Ergo time lost to disciplinary action must be kept to a bare minimum as an action of last resort.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate	Suspension rate shall not exceed 2%	Suspension rate shall not exceed 2%	Suspension rate shall not exceed 2%	Suspension rate shall not exceed 2%

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

Action **1**

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

Students to be Served:	☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations:	☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served:	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service:	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations:	☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will utilize restorative practices as an alternative to more severe means of discipline	School will utilize restorative practices as an alternative to more severe means of discipline	School will utilize restorative practices as an alternative to more severe means of discipline

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$30,250	Amount	$44,000	Amount	$49,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **2**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide classroom management training and support to teachers	School will provide classroom management training and support to teachers	School will provide classroom management training and support to teachers

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$39,375	Amount	$52,500	Amount	$78,750
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 3

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide training and support in Restorative Justice for teachers and staff	School will provide training and support in Restorative Justice for teachers and staff	School will provide training and support in Restorative Justice for teachers and staff

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 4

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling.	School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling.	School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

	New		Modified	✓	Unchanged

Goal 14

Student Expulsion Rate – The School will minimize the use of expulsion

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ✓ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

The School is obligated to ensure that all students have the opportunity to succeed as a member of the school community. All students are entitled to a Free Appropriate Public Education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rate	Expulsion rate shall not exceed 1%	Expulsion rate shall not exceed 1%	Expulsion rate shall not exceed 1%	Expulsion rate shall not exceed 1%

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will utilize restorative practices as an alternative to more severe means of discipline	School will utilize restorative practices as an alternative to more severe means of discipline	School will utilize restorative practices as an alternative to more severe means of discipline

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$30,250 (repeat expenditure)	Amount	$44,000 (repeat expenditure)	Amount	$49,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **2**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide classroom management training and support to teachers	School will provide classroom management training and support to teachers	School will provide classroom management training and support to teachers

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$39,375 (repeat expenditure)	Amount	$52,500 (repeat expenditure)	Amount	$78,750 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **3**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide training and support in Restorative Justice for teachers and staff	School will provide training and support in Restorative Justice for teachers and staff	School will provide training and support in Restorative Justice for teachers and staff

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,500 (repeat expenditure)	Amount	$2,500 (repeat expenditure)	Amount	$2,500 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **4**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _____

Locations: ☑ All Schools ☐ Specific Schools: _____ ☐ Specific Grade Spans: _____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: _____ ☐ Specific Grade Spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling.	School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling.	School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$10,000 (repeat expenditure)	Amount	$10,000 (repeat expenditure)	Amount	$10,000 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

	☐ New	☐ Modified	☑ Unchanged

Goal 15

Student Satisfaction - The School will maintain a high level of satisfaction from students on the Annual School Climate Survey

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

Student satisfaction is a key indicator of the School's value toward their success.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student satisfaction	Baseline established	Increase % of positive student responses from baseline by 2%	Increase % of positive student responses from baseline by 4%	Increase % of positive student responses from baseline by 5%

PLANNED ACTIONS / SERVICES

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s): _
Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will maintain transparency regarding policy and regularly communicate with students regarding expectations and opportunities during advisory announcements.	School will maintain transparency regarding policy and regularly communicate with students regarding expectations and opportunities during advisory announcements.	School will maintain transparency regarding policy and regularly communicate with students regarding expectations and opportunities during advisory announcements.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,875	Amount	$10,500	Amount	$15,750
Source	LCFF	Source	LCFF	Source	LCFF

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Budget
Reference

Certificated Salaries

Action   2

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

Students to be Served:	☑ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations:	☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served:	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service:	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Locations:	☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.	Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.	Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$60,500	Amount	$88,000	Amount	$99,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **3**

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

Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will administer Annual Stakeholder feedback in May or June	School will administer Annual Stakeholder feedback in May or June	School will administer Annual Stakeholder feedback in May or June

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,500	Amount	$15,000	Amount	$15,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

	New		Modified	☑	Unchanged

Goal 16	**Broad Course of Study** - All students will have access to a broad course of study in English, Math, Social Studies, Science, Health/PE, and visual/performing arts, and extended learning opportunities as outlined in the School's charter petition.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☑ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

The School will abide by EDC 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student schedules	All students will have access to the course sequence outlined in the School's charter petition	All students will have access to the course sequence outlined in the School's charter petition	All students will have access to the course sequence outlined in the School's charter petition	All students will have access to the course sequence outlined in the School's charter petition

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☑ All ☐ Students with Disabilities ☐ Specific Student Group(s):
Locations: ☑ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Service: ☐ LEA-wide ☐ Schoolwide   OR   ☐ Limited to Unduplicated Student Group(s)
Locations: ☐ All Schools ☐ Specific Schools: ☐ Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School leadership will ensure that all students receive a full schedule of classes at all times, after each student's initial programming, in accordance with the course sequence outlined in the School's charter petition.	School leadership will ensure that all students receive a full schedule of classes at all times, after each student's initial programming, in accordance with the course sequence outlined in the School's charter petition.	School leadership will ensure that all students receive a full schedule of classes at all times, after each student's initial programming, in accordance with the course sequence outlined in the School's charter petition.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$23,625	Amount	$31,500	Amount	$47,250

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

	New		Modified	✓	Unchanged

Goal 17

English Literacy - Students will demonstrate grade level proficiency in English literacy

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ✓ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need:

The School places a strong emphasis on the necessity of English literacy for students to thrive academically and personally

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
RI Assessment	60% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level	65% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level	68% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level	70% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s): _

Locations: ☐ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

OR

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

Students to be Served: ☑ English Learners ☐ Foster Youth ☐ Low Income

Scope of Service: ☐ LEA-wide ☑ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Locations: ☑ All Schools ☐ Specific Schools: _ ☐ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
School will administer a RI assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores	School will administer a RI assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores	School will administer a RI assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores

BUDGET EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$30,250	Amount	$44,000	Amount	$49,500
Source	LCFF	Source	LCFF	Source	LCFF

Certificated Salaries

Certificated Salaries

Certificated Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☑ 2017-18 ☐ 2018-19 ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds: $453,791   Percentage to Increase or Improve Services: 16.30%

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).

The LEA provides intensive support for English Learners for reclassification and language skills growth. The School has identified several technology support tools targeted to support English Learners across their language levels (e.g., LTELs and new English learners). In addition, the School supports staff PD in addressing EL-specific strategies and approaches.

In addition, the School is planning on enhancing and refining its support services, specifically its afterschool support services for all its students. Currently 92% of our students receive free / reduced lunch. In SY16-17, nearly 100% of our students attend the afterschool services offered on campus. While the afterschool program will be offered school-wide, there are planned enhancements are services that will most impact its students unduplicated low-income and foster pupils.

1. Bringing afterschool services in-house. Currently, the afterschool program is offered by an external provider. By bringing the afterschool program under the purvey of the School / LEA, there is more opportunity to provide structure and support for students after school hours. One critical component will be to formalize a tutoring program for students. While the overall afterschool program may be limited based on staff capacity, after school tutoring is planned to be offered to all students.
2. Incorporation of mindfulness into the day. Time will be dedicated for students to practice reflection, meditation and mindfulness.
3. Mentorship program roll-out. A pilot mentorship program was started this school year to pair students with adult volunteers to develop and grow using the Whole Child mindset. The pilot was conducted with five high need students (four male, one female). Students and their mentors met twice a week to discuss issues and celebrate success achieved during the week. The goal is to expand these services with additional volunteer mentors and a larger cohort of students