

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Silver Oak High School, Public Montessori Charter		
Contact Name and Title	Elaine Blasi, Head of School	Email and Phone	elaine@silveroakmontessori.org , 510-370-3334

2017-20 Plan Summary

THE STORY

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

In August 2013, Silver Oak opened its doors with a beginning enrollment of 60 students. For the incoming 2017-2018 school year (its fifth year of operation), the school is projecting an enrollment of 206 students.

Students and Community - 2016-2017 facts:

Silver Oak students represent a culturally, ethnically, and socio-economically diverse group, reflective of the greater Hayward community. Enrollment of 188 students, including a large portion of English Language Learners with the majority being Hispanic (*Hispanic: 55%, White: 22.5%, Asian 9%, African American 6.5%, Other 6%, American Indian 1%*). Students are from varying socioeconomic backgrounds and many are both first generation high school graduates and first generation college applicants/attendees. The percentage of unduplicated students (Free and Reduced Lunch or English Language Learner) is 51.6%; with 47% being Free and Reduced Lunch students. 77% of students are living in Hayward (meaning inside HUSD school boundaries). Only 15% of students have previous Montessori experience.

Serving the Community:

- Silver Oak is a college preparatory high school that provides the Hayward community with a free authentic Montessori secondary program. Most importantly, Silver Oak is a community of learners...students, faculty, staff, administrators, and parents working towards a common goal: to provide a peaceful, engaging, and challenging environment that facilitates each young person's individual learning process.
- One-on-one college counseling is provided to students and families of all socioeconomic backgrounds. Silver Oak has celebrated two successful graduating classes with 100% college acceptance. The mission is to develop true leaders who meet the challenges of the evolving global community by promoting personal and social responsibility, collaboration, problem-solving, cultural awareness, diversity appreciation, and peace education to our student body and within our local community.
- Silver Oak is already involved in the local STEM community, and has experienced successes at events and competitions, such as the STEM Expo in Oakland and the Bioengineering High School Competition (BIOEHS) at the University of California, Berkeley.

LCAP HIGHLIGHTS

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

For this incoming 2017-2018 year, the focus of this LCAP is to:

- 1- Continue to increase student proficiency and outcomes.
- 2- Have new teachers complete their Montessori Secondary credentials.
- 3- Look for additional space or alternative facility options (thru Prop 39, Developers, Bonds or Grants).
- 4- Start offering more authentic STEAM courses, and interdisciplinary work, including field experiences.
- 5- Adapt Spanish curriculum and methods of teaching, to accommodate both non- native and native speakers.

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

- 1- 100% college acceptance for cohorts 2016 and 2017.
- 2- WASC and AMS dual accreditation with a six (6) year term.
- 3- Already showing some progress on student outcomes, after implementing credit recovery for 3 years, and after school tutoring during 2016-2017.
- 4- Eight teachers are continuing their Montessori training this summer.
- 5- Full-time Dean of Students dedicated to improving school climate safety and community building, proactively taking care of student behavior and bullying issues.

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

- 1- Continue to improve student proficiency and standardized test scores.
 - => A reading specialist has been hired for 2017-2018 to help students with reading comprehension and analysis. Even though ELL students have been reclassified as fluent, they still lack deeper comprehension in English Language Arts.
 - => A 3rd Mathematic teacher has been hired for 2017-2018 to provide an Integrated Math elective and remediation in that area.
 - => Offer additional professional development opportunities to enrich understanding and skill levels in the following areas: NGSS (Next Generation Science Standards), STEM (Science Technology Engineering Math) & CCSS (Common Core State Standards) teaching and learning strategies.
- 2- Have more classroom space or find another facility.
 - => Prop 51 Bond application was submitted to help with funding.

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

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.

- 1- Hiring of a reading specialist will have a direct benefit on both low-income and English learner students. Over half of the students qualified for Free and Reduced lunch and most of them are Hispanic. The goal is to help the students with their English comprehension, as it greatly affects their academic grades and test scores.
- 2- The college Counselor is working with all students, but also with the Junior and Senior families. Being bilingual, she is providing individual guidance to the Hispanic families with their College application process.

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

\$1,960,998

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

\$481,000

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.

- Salaries and benefits for teachers, and administrative staff.
- General liability insurance and workers comp.
- Materials and supplies for office and classrooms.
- Lunch program, housekeeping and building maintenance.
- Audit and financial services provider.
- Communication (internet, stamps...)

\$1,898,985

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 1.1

Montessori Credentials:

All core subject teachers (100%) will be in the process or attained their Montessori Secondary credentials.

=> Students need highly qualified teachers to teach in their subject area. The school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements.

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

Montessori Credentials:

- All returning teachers have started or completed their Montessori Secondary training.
- Newly hired teachers will start the Montessori Secondary training during that same summer that they are hired or will enroll for the next summer (with the new cohort).
- College counselor to complete her training by end of 2016-2017.

ACTUAL

Montessori Credentials:

- In-training teachers: Out of the 9 teachers, who started their Montessori training as the new cohort during summer 2016, eight teachers will continue the training summer 2017 and will complete it by the end of school year 2017-2018. That includes the Special Ed coordinator. One teacher to drop out of the training, as she won't return for 2017-2018.
 - Trained staff: College counselor finished the training at the end of 2016-2017. Two teachers have already completed the training in 2015-2016. The 2 other trained teachers from that cohort have moved to administration positions. All leadership staff is now Montessori trained: HOS, Academic Dean/College Counselor, Dean of Students and Development Director.
 - Not trained: One returning part-time teacher has not enrolled yet. To fill the new positions, 2 new teachers were hired, and will start the training during Summer 2018 (not in Summer 2017). 1 new hired part-time teacher has an EL Montessori credentials.
- Summary => 6 staff members are Montessori credentialed, with additional 8 staff starting the 2nd year of their training program. Four remaining teachers (including the 3 newly hired teachers) to start the training in summer 2018.

ACTIONS / SERVICES

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

Action	1		
Actions/Services	PLANNED	<p>During summer 2017, Houston Montessori Center staff will be back to continue to train the 9 teachers who started their Montessori Secondary I and II training during summer 2016. No newly hired teacher will be able to start during summer 2017; will have to register with the new cohort in 2018.</p>	
	ACTUAL	<p>As planned, Houston Montessori Center staff will be back this summer to start the 2nd year of the training program for the current cohort. Eight teachers to continue the training during summer 2017. One teacher won't return for 2017-2018 school year. Our College Counselor to complete the Montessori Administration training.</p>	
Expenditures	BUDGETED	<p>\$24,000 to cover the cost of enrolling into the 2016-2017 training for 3 teachers (hired in for 2016-2017), plus \$2,000 for College counselor. [Reminder: Cost for the 6 other teachers, who started the training also in 2016-2017 was part of 2015-2016 budget, the year when they got hired).</p>	
	ESTIMATED ACTUAL	<p>\$24,000 to cover the cost of 2016-2017 training for 3 teachers (hired in for 2016-2017), plus \$2,250 for College counselor.</p>	

ANALYSIS

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

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

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

Houston Montessori Center is committed to bring their Montessori Secondary I/II Credential training to the Bay Area. For 2017-2018, our entire staff will be comprised of 21 staff, including 13 teachers, 2 Special Ed staff, 1 reading specialist, 4 leadership staff and 1 office manager. Number of staff trained or in training: 14 (as follows: 9 teachers, 1 Special Ed, 4 leadership staff).

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

The Montessori Secondary Credential program fulfills the condition of having highly qualified individuals to teach in their subject area, and providing a Montessori curriculum exceeding A-G requirements. Enrolling each new teacher in the Montessori Secondary I/II training, is definitively something to continue, as originally planned.

The survey reflects the benefits of this training program. The 2015-2016 survey had showed the negative impact of having six non-Montessori trained teachers start in Aug 2015. As nine teachers started the training the summer of 2016, the 2016-2017 survey percentages have increased. Eight (8) of those teachers will continue their 2nd year of training in Summer 2017.

- **Highly qualify teachers:** 66% (combined students and parents) thinks that the teachers are highly qualified to teach class in their subject area (increase of 13% from 53% to 66% compared to last year). The students have been harsher than the parents in the past, but they indicated 64%, an increase of 19% (from 45% to 64%). Parents show an increase of 16% (from 70% to 86%).

- **Individualized learning:** 80% agreed (or strongly agreed) that Silver Oak provides individualized mastery learning. This is an increase of 15% (from 65% to 80%) compared to last year. The students are finally seeing this difference; they reported an increase of 13% (from 65% to 78%). The parents noticed as well, indicating an increase of 30% (from 65% to 95%).

- **Montessori curriculum, exceeding A-G requirements:** 92% thought that the school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements. Increase of 18% (from 74% to 92%) compared to last year. It includes an increase of 17% (from 71% to 88%) based on the students' inputs. Parent education regarding Montessori principles ("Coffee with the Head of School") have been beneficial and demonstrated an increase of 13% (from 82% to 95%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference.

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 change, to be continued.

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 1.2

California Credentials:

All teachers (100%) will hold a California single subject credential for the subject they are teaching.

For main core subject teachers and also specialty teachers (like Special Ed, Athletic director, College Counselor).

=> Students need highly qualified teachers to teach in their subject area. The school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements.

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

California Credentials:

- All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.

ACTUAL

California Credentials:

- Induction: Out of the four teachers, who registered for the induction program through Sonoma County in 2016, to renew their credential, one teacher completed it by end of 2016-2017. Another one had her credential transferred from another state. The remaining two teachers are continuing the program and will complete it by end of 2017-2018.

- Interns: Six teachers registered beginning of 2016-2017 as an intern, through the Sonoma County program. Due to some last minute changes to the program schedule when it started (now being evening classes, instead of week-end classes), they couldn't attend, as the commute was too long. They are now registering for 2018-2019 at Cal State East Bay, Holy Names and Alliant universities. In addition to one of newly hired teachers will also enrolled in CalState. So seven teachers will be enrolled.

- Credentials: Four teachers are fully credentialed. Two of the leadership staff are also credentialed.

ACTIONS / SERVICES

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

Action	1		
Actions/Services	<p>PLANNED</p> <p>Each newly hired teacher needs to enroll in a California single subject credential program if he/she doesn't already have a credential.</p>	<p>ACTUAL</p> <p>If needed, new and returning teachers have registered in a single subject credentialing program. For induction (4 teachers) or intern program (6 teachers).</p>	
Expenditures	<p>BUDGETED</p> <p>\$2,000 per teacher to cover cost of 2016-2017 induction or internship training.</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,650 to cover cost of 2016-2017 induction for one teacher. \$1,700 to cover cost of 2016-2017 internship program registration for 6</p>	

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Registering teachers for the induction program at Sonoma County has been easy. But the schedule for the internship program, through Sonoma County, changed late in 2016-2017, and the teachers registered could not attend the classes anymore. That makes it very challenging as it was too late to register somewhere else.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	It has been hard to judge the effectiveness of this goal, as only the 2 teachers registered for the induction program have started, with 1 completing it. The teachers registered as interns have not started as of yet.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Didn't pay the cost for interns.
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 change, to be continued.

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 1.3

Safe facility:

Be located in a safe facility.

=> Students need to feel safe wherever they are in the school grounds.

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

Safe facility:

- Be able to stay in the same private facility and negotiate additional space to grow. Continue to look for alternate facility options. Will also continue to submit Prop 39 to get access to a different property.

ACTUAL

Safe facility:

- Classroom space: Stay in the same facility, no additional classroom space.
 - Alternative space: Worked with our landlord to see if it was possible to add two portables (for 2017-2018) to have more space. We were missing cost information in 2015-2016, so YMCA continued to investigate. It turned out that the cost was prohibitively high to pay for the short-term (for permit, architect fees and stucco custom portable installation) and the YMCA didn't want to commit to a 5 years lease.
 - Gym/Field space: We were able to have access to a gym and athletic fields through Prop 39 for 2016-2017. But our request for 2017-2018 was fulfilled only for the gym; fields at Sunset are not available, due to construction of the Cherryland Elementary school. We met with Cal State East Bay to get a soccer field for 2017-2018.
 - Lease: A Lease with YMCA was just renewed for another year. With planned growth to 200 students in 2017-2018, and no additional space, a long-term facility is an issue. In addition the lease cost increased \$40,000.. A Facility grant was approved starting in 2015-2016 for 3 years.
 - Permanent campus: We applied for a Prop 51 Bond to get additional funding, and started talking to developers.

ACTIONS / SERVICES

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

Action	1		
Actions/Services		PLANNED - Negotiate a 5 year lease with the YMCA to add 2 portables. Continue to use Prop 39 to get athletic fields and gym. - Need to continue to research opportunities for a long-term facility in Hayward (through private lease or Prop 39) for later.	ACTUAL Worked with the YMCA, our landlord, to find some solutions to get additional space by adding two portables, and securing a longer term lease to make it worth it. But the lease was renewed only for one year, with a big cost increase. The lease does include additional office space. Negotiation with HUSD and HARD, through prop 39, to get access to a gym and sport fields. They could provide only a gym. Met with Cal State East Bay to use one of their soccer fields. Continued to research opportunities for a long-term facility in Hayward (through private lease or Prop 39). Initiated contact with Charter School developers. Applied for Prop 51 Bond application to secure funding toward a permanent campus. Continued to provide eligibility information to receive our Facility Grant funding.
		BUDGETED \$81,440 For 2016-2017 lease. .	ESTIMATED ACTUAL \$81,440 For 2016-2017 lease.
Expenditures			

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.

Spent months trying to get information from the YMCA about permit and architect costs for the 2 portables.
Followed up with HUSD on Prop 39 and received an incomplete offer regarding gym and fields.

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

It was disappointing to not obtain a 5 year lease, and no additional classroom space.
Initial contact with Charter School developers was encouraging, but we need to go through our renewal process to continue this relationship.
The survey shows that families feel safe at our current campus, 81% indicated that the school provides a safe school facility, an increase of 8% (from 73% to 81%) compared to last year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Same as budgeted. But didn't spend the cost for the permit and architect fees, so reallocated the money.

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.

- Will resume negotiating a long term lease with YMCA, and request more space. Will consider option to buy the property, if available.
- Researching other facilities to rent or buy, including submitting an annual application through Prop 39 to HUSD.
- Waiting to hear the results of the Prop 51 Bond application.
- Once our renewal process is completed, pursue relationship with Charter School developers.

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 1.4

Student self-construction and College Career counseling/planning:

It is important to start focusing on College career counseling as soon as possible.

=> Students need to think about their future.

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

Student self-construction and College Career counseling/planning:

- Continue to employ a full-time Spanish speaking College Counselor.

ACTUAL

Student self-construction and College Career counseling/planning:

- Continue to hire a full-time Spanish speaking College counselor. End of 2016-2017, she completed the Montessori Administration credential program. She continues to assume the position of Academic Dean, as that completes the college counselor position.
- The 2017 graduating cohort had a 100% college acceptance 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.

Action

1

Actions/Services

PLANNED

Renew contract.

ACTUAL

Contract renewed.

Expenditures

BUDGETED \$70,040	ESTIMATED ACTUAL \$70,040.
----------------------	-------------------------------

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 College counselor works with every grade throughout the year.

- Freshmen and sophomores: weekly self-construction classes.
- Juniors: survey student college interest to guide them to choose their preferred 4 year university program. Meet with each family for their 2nd semester conference to provide information on the college application process.
- Seniors: During the 1st quarter thesis class, work with each student to identify at least 3 4-year college ("reach school", match school and backup school). And 2nd quarter, work on financial aid application.
- Host two parent education nights regarding college application process and financial aid.

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

Having a dedicated full-time college counselor is very beneficial, as demonstrated by the 100% college acceptance rate. The fact that she is bilingual is an additional benefit as over half of the students are Hispanic.

The survey shows the following results:

- **College Prep:** 86% of all surveys (parents and students combined) thought that Silver Oak provided a college preparatory education. This is an increase of 16% (from 70% to 86%) compared to last year. When looking only at the parents' surveys, it represents an increase of 9% (from 81% to 90%). But if you consider only the student survey, it is a nice increase of 21% (from 65% to 86%)!
- **College readiness:** 86% agreed that the school encourages all students to enroll in challenging courses for career and college preparation. Increase of 11% (from 75% to 86%). The students' results indicated 89%, an increase of 17% (from 72% to 89%). Parents' results increased slightly at 84% (from 82% to 84%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Same as budgeted.

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.

Develop further curriculum for freshmen and sophomores.

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 1.5

Electives:

Provide more electives choices.

=> Students need the opportunity to access different types of courses.

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

Electives:

- Brainstorm with the staff the list of electives to offer, to keep the choices attractive and varied for the students.

ACTUAL

Electives:

- Offered more diverse electives and more field experience options each semester, such as astronomy, entrepreneurialism, culinary arts, hiking, robotics, upcycling, film, SAT prep Chinese culture, Model UN, photography, yearbook.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Have at least ¾ of the teachers offer different electives.

ACTUAL

¾ of the teachers offered different electives each semester. Two teachers had other administrative duties.

Expenditures

BUDGETED

\$3,000 for materials and supplies.

ESTIMATED ACTUAL

\$1,400 (including \$800 grant from HEF for astronomy elective).

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.

Electives offerings change every semester, except for Business Entrepreneurialism, which is always available with priority for Juniors. Teachers propose an elective based on their specialties, including some Physical Education options. Elective are taught on Wednesday for 3 hours. Students get credit towards their graduation requirements.

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

Offering those additional electives help integrate many areas of the core curriculum, and apply skills to other domains. The benefit is to give students another way to master a given subject. As the teachers have started their Montessori training, they are getting better at delivering the curriculum applied in a different way.
The survey shows the following:
- **Electives:** 83% were satisfied with the electives provided (+4%, from 79% to 83%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Spent less as budgeted. Some materials and supplies were purchased as part of the regular classes, but also used for some electives.

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.

- For 2017-2018, develop a new STEAM electives program.

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 1.6

Physical Education and Sports:

Have a full developed athletic program.

=> Emphasize on Physical Education.

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

Physical Education and Sports:

- Continue to be a member of BACSAC (Bay Area Charter Schools Athletic Conference).
- Hire five coaches to help with practice of the different sport teams.

ACTUAL

Physical Education and Sports:

- We have renewed our membership for BACSAC (Bay Area Charter Schools Athletic Conference) and applied to participate in five sports (Girls Volleyball, Boys & Girls Soccer, Boys Basketball and Baseball).
- Hired four coaches to help with the practices of the different sport teams (soccer boys/girls, basketball boys, volleyball girls). We canceled Baseball due to not enough interest, even though we had found a coach.
- Also had Yoga after school (both semesters) for the students not on Sports teams, and an elective (conditioning, hiking) during the school day.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Apply to BACSAC and hire coaches for different sports.

ACTUAL

The Athletic director is responsible to register with BACSAC for all of the selected sports, as well as hiring the coaches needed for the different sports. She also coordinates PE activities offered after school.

Expenditures

BUDGETED

\$2,700 BACSAC membership
\$2,600 for each sport (*5), so \$13,000.
\$1,500 stipend per coach (*5), so \$7,500.
Salary for Athletic director.
Salary for Yoga teacher.

ESTIMATED ACTUAL

\$2,700 BACSAC membership
\$2,600 for each sport (*5, but got credit for next year 2017-2018 when baseball was cancelled)
\$1,500 stipend per coach (*4, as Baseball cancelled), so \$6,000.
Athletic director salary (6 hours per week).
Salary for Yoga teacher.

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.

Athletic director overviews the program for both Physical Education and sports. That teacher also teaches an elective and coordinates after school activities (such as yoga). Physical fitness tests are performed every year for 9th graders. Students are surveyed each semester to know which sports are getting the most interest. Then application to BACSAC can be done. After hiring the sport coaches for the different sports, the coaches are responsible for holding practice 4 days a week and accompanying the teams to games.

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

Having physical education as elective, meaning during the day, is a great addition and helps students get their 2 years of required PE credit.

Survey satisfaction percentage as followed:

- **Physical Education:** 72% were satisfied with progress in Physical Education (+9%, from 63% to 72%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change, but the school has a credit of \$2,600 for 2017-2018, as baseball was canceled in spring 2017.

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.

Keeping the same structure.

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 2.1

Student Proficiency:

Proficiency in English, Math and Science. Increase the percentage of students proficient by 5% each year.
=> Students need to acquire grade level proficiency.

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

Proficiency:

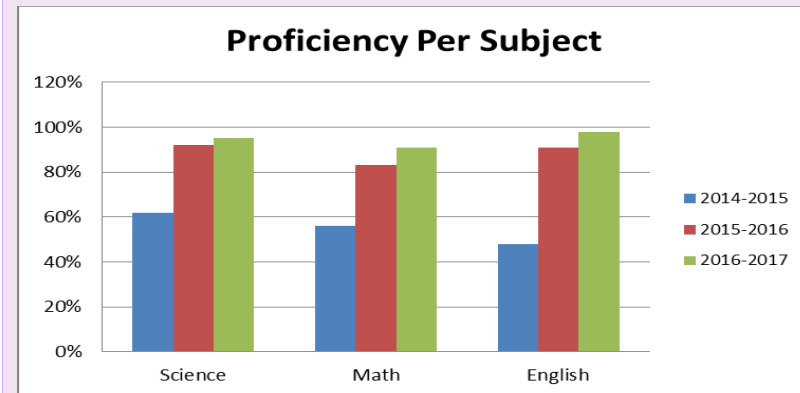
75% of students proficient in English, Math and Science.

ACTUAL

Proficiency:

- Proficiency: is calculated based on students' grades and it continues to improve every year. It seems that the after-school tutoring and the summer credit recovery programs are beneficial. All percentages are above the expected goal of 75%.
Science: 95% (Freshmen 90%, Sophomores 95%, Juniors 97%, Seniors 96%),
Math: 91% (Freshmen 80%, Sophomores 93%, Juniors 90%, seniors 99%)
English 98% (Freshmen 95%, Sophomores 97%, Juniors 100%, Seniors 100%)

Proficiency	2014-2015	2015-2016	2016-2017
Science	62%	92%	95%
Math	56%	83%	91%
English	48%	91%	98%



- **SBAC:** Juniors took the Smarter Balanced test in Math and English. In ELA, 68% “Met/Exceed” standard in 2016-2017 (compared to 36% in 2015-2016); percentage of “Not Met” students decreased from 33% to 18%; and. In Math, 21% “Met/Exceed” standard in 2016-2017 (compared to 4% in 2015-2016); percentage of “Not Met” students decreased from 86% to 47%.

SO - English - 11th	Exceeded/Met	Nearly Met	Not Met
2014-2015 (14 tested)	45%	36%	18%
2015-2016 (42 tested)	36%	31%	33%
2016-2017 (31 tested)	68%	15%	18%

SO - Math - 11th	Exceeded/Met	Nearly Met	Not Met
2014-2015 (14 tested)	31%	8%	62%
2015-2016 (43 tested)	4%	9%	86%
2016-2017 (31 tested)	21%	32%	47%

- **PSAT:** Since 2015-2016, we started testing students for PSAT in 9th and 10th grades. In 2016-2017, you can see that their results are higher than previous cohorts in 10th grade. Each cohort shows progress each year on the number of students meeting both Math and English benchmarks. We also noticed some progress in number of students meeting the Math benchmark. Only 40% of students nationwide met the composite benchmark, it is important to note that 20% of SO students met the composite benchmark.

	Reading-Writing		Math	
Cohort 2018 PSAT/SAT	Met	Met & Nearly Met	Met	Nearly Met
PSAT 2015-2016 10th (35 tested)	46%	60%	14%	57%
PSAT 2016-2017 11th (35 tested)	43%	83%	23%	77%
SAT 2016-2017 11th (24 tested)	63%	64%	29%	45%

	Reading-Writing		Math	
Cohort 2019 PSAT	Met	Met & Nearly Met	Met	Nearly Met
2015-2016 9th (54 tested)	43%	44%	17%	37%
2016-2017 10th (54 tested)	43%	55%	22%	63%

	Reading-Writing		Math	
Cohort 2020 PSAT	Met	Met & Nearly Met	Met	Nearly Met
2016-2017 9th (57 tested)	46%	49%	19%	33%

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Continue to enroll new hired teachers in Montessori Secondary I and II credential, to train them in providing students individualized learning. Also implement credit recovery program as needed, throughout the school year

ACTUAL

As mentioned, 8 teachers have started their 2nd year of their Montessori training. We continued to implement credit recovery program. In addition, we started tutoring after school.

(after school) and during the summer (starting in June).

BUDGETED
\$22,400 for credit recovery

ESTIMATED ACTUAL
\$20,000 for credit recovery

Expenditures

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.

Trying to combine different ways to provide information to the students, through teacher training to implement individualized learning, credit recovery and after tutoring.
Started PSAT testing in 9th grade, to have data earlier and be able to react faster on the trends of each cohort.

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

Those additional programs are effective, based on the mastery/proficiency percentage increase, as well as test score improvement (for both SBAC and PSAT).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference. The amount paid toward teacher salary for credit recovery depends on which teacher is available for the subject the students need to do credit recovery. The salary is calculated based on hourly rate (which varied based on teacher number of years of experience).

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.

For 2017-2018, no credit recovery will be offered after school, only in summer (June/July). The students can still go to tutoring after school 4 days a week. Lots of funding allocated toward improving the student proficiency and test scores. Hiring a reading specialist, as well as purchasing Achieve 3000 software, for every student, include teacher training. Hire a 3rd Math teacher. Provide integrated math elective for all students missing the basic understanding. The students will also take more tests on the computers to practice their skills and improve their Smarter Balanced test scores.

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 2.2

2.2 ELL students Proficiency:

Proficiency in English. Each student will demonstrate progress each year. After 2 years at the school, anticipate reclassification of 2 students annually.

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

ELL students Proficiency:

Reclassify at least 2 students.

ACTUAL

ELL students Proficiency:

Reclassified 2 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.

Action

1

Actions/Services

PLANNED

Continue to enroll new hired teachers in Montessori Secondary I and II credential program, to train them in using non-language-based methodologies (such as hands-on materials and collaborative work with peers).

ACTUAL

As already mentioned, eight teachers are continuing their 2nd year of the Montessori Secondary I and II credential program.

Expenditures

BUDGETED

ESTIMATED ACTUAL

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.

In addition to all teachers working with the ELL students, both Spanish teachers worked individually with each of the ELL students.

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

Even though students' CELDT results show progress, they do not have that deeper comprehension of English needed to reach mastery or pass the SBAC or PSAT benchmark in English.

In 2016-2017, only 8.5% of students were designated as ELL (16 students), while we have 55% of Hispanic students enrolled in the school. This is the lowest percentage of ELL students we have had so far.

- **English Language Learner support:** 45% agreed that the school provides additional individualized support to students identified as English Learners. Increase of 9% (from 36% to 45%) compared to last year. And 45% answered as N/A, compared to 43% last year.

- **Services to ELL:** 47% indicated that services provided to English Learner students were effective and increased proficiency rate. This is an increase of 12% (from 35% to 47%) from last year. And 42% answered as N/A (last year, 50% answered N/A). Students see the effort even more, with 59% indicated that the services provided were effective, increase of 18% (from 41% to 59%). 29% of students answered N/A (compared to 41% last year). Parents also noticed those efforts, with 38%, increase of 17% (from 21% to 38%). 52% of parents answered N/A (compared to 71% last year).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change.

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.

For 2017-2018, hiring a reading specialist to work individually with ELL students, as well as purchasing Achieve 3000 reading software, for every student to use.

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 2.3

2.3 Graduation rate:

The goal is to promote academic excellence and reach 100% graduation rate.

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

Graduation rate:

95%

With 100% placement in college or career path training program

ACTUAL

Graduation rate:

100% for Cohort of 2017 (35 graduating students)

With 100% placement in college or career path training program

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Teachers will reinforce mastery concept and individualized learning to help students have a better understanding, as well as increasing student proficiency and graduation rate. College Counselor will guide students toward adequate and best suited placement in college or career path.

ACTUAL

Having trained teachers has improved proficiency and test scores. College Counselor is providing lot of individual guidance to each student.

Expenditures

BUDGETED

College Counselor

ESTIMATED ACTUAL

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 of this goal are really a combination of the previous goals. There is not a single action that is enough to implement and achieve a graduation rate of 100%. Montessori teachers need to apply the Montessori concepts (like individualized learning) for students to reach mastery and proficiency level. Then student's grades will rise, facilitating their graduation. Having a full-time College Counselor is a requirement. An added benefit is to start working with the Freshmen, not just work with the seniors (on their thesis and college application).

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

Very effective, as 100% of students graduated this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change.

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.

For 2017-2018, the College counselor curriculum has been expanded, with College Preparation activities (from the College Board), adapted to each of the four grades (9th – 12th). College Counselor teaches Junior, and other grades are taught by each advisor (an hour long on Wednesday).

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 2.4

2.4 School wide learner outcomes:

Students to master 21st century skills.

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

School wide learner outcomes:

85% of students developed those outcomes.

ACTUAL

School wide learner outcomes:

80% of students developed those outcomes based on teachers' assessments.
77% of students developed those outcomes based on survey (+3%).

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Teachers will continue to assess and evaluate the students in their progression towards the School Wide Learner Outcomes.

ACTUAL

Teachers, in their own subject, continue to define a list of desired goals for the defined outcomes, as well as teaching methods and assessments to evaluate the students in their progression towards the School Wide Learner Outcomes.

We also asked parents and students to estimate how much the students had developed those outcomes this past year.

Expenditures

BUDGETED

ESTIMATED ACTUAL

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.

It is important to ensure that students learn appropriate skills and outcomes to help them later in life. The “whole student” development is equally important as its academic results. That’s why the faculty developed this list of 21st century skills to master. Each teacher is assessing those skills throughout the school year. The overview of mastery for those outcomes is done at the end of the year.

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

The teacher assessments show yearly progress. Started at 75% in 2014-2015, then 80% in 2015-2016. Now we are still at 80% in 2016-2017.

- School wide learner outcomes:

Technology, Information and Communication Literacy: 82% (+9%, from 73% to 82%),

Critical Thinking and Problem Solving: 86% (+14%, from 72% to 86%),

Effective Oral and Written Communication: 73% (-6%, from 79% to 73%),

Curiosity and Imagination: 77% (no change),

Collaboration Across Networks and Global awareness: 68% (no change),

Initiative and Entrepreneurialism: 74% (+2%, from 72% to 74%),

Mastery, Agility and Adaptability: 81% (+8%, from 73% to 81%),

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change.

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.

Based on the results of the survey, “Effective Oral and Written Communication” outcome needs improvement.

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 3.1

3.1 Consistent Attendance:

Improve the attendance of all students, but especially the students absent 20 days or more.

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

Consistent Attendance:

96% annual.

10% of all students have been absent 20 days or more this year.

ACTUAL

Consistent Attendance:

95.45% annual (178.82).

9.6% (18 students) of all 188 students have been absent 20 days+ this year. (484 days (31.5%) out of 1,536 days of absences for all students). That includes 54 absences (3.5%) due to suspensions.

	2013-2014	2014-2015	2015-2016	2016-2017
Annual ADA	93.50%	94.32%	95.01%	95.45%
Students Abs 20 days+	18%	12%	11%	9.6%
Days students Abs 20 days+	45%	38%	35%	31.5%
Days students Abs due to suspensions			4.6%	3.5%

ACTIONS / SERVICES

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

Action	1		
Actions/Services		PLANNED Advisory teachers, head of school, and College Counselor continue to emphasize the importance of attending school every day and be on time. It will be communicated to families at quarterly parents/teachers conferences for students absent too often.	ACTUAL All staff is emphasizing how important it is for the students to attend school. The teacher in charge of attendance is calling families each day to verify the absences. The Dean of Students is working directly with each student.
		BUDGETED \$2,000	ESTIMATED ACTUAL \$2,000
Expenditures			

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.

Since 2016-2017, one teacher (instead of the office manager) has the responsibility of being the Attendance coordinator, calling families each morning and to be on top of each absence, so this results in some improvement. It is more efficient to have a teacher call families. We also have one staff member, who is our Dean of Students, working directly with the students. The role of the Dean of students is proactive, working with the school community to mediate conflict and redirect student behaviors before an accident/incident requires suspension. To support the importance of attendance, we are changing one policy. Students missing 20% of any subject (which consists of 13 classes) will receive no credit in that subject. This change is being presented at a parent meeting (August 2017) and incorporated in the Family's Handbook.

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

Each year, we are continuing to notice some improvement in daily attendance. In addition, we can see that the number of suspensions is decreasing. The school will keep working on improving this percentage. Continue to allocate funding for Attendance Coordinator and Dean of Students.

- **Attendance:** 95% understood that daily attendance is important for both student academic and school financial. Increase of 4% (from 91% to 95%).
- **Intercession attendance:** 97% understood the importance of Intercession weeks and supported their student's attendance during that time. Increase of 21% (from 76% to 97%).
- **Absences:** 70% of parents said that they are contacted for repeat occurrences of missed attendance, increase of 14% (from 56% to 70%). And 25% answered as N/A (compared to 41% last year).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change.

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 change.

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 3.2

3.2 Safe Climate:

Emphasize student community building, anti-bullying and cyber-bullying.
Develop a safe school climate.

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

Safe Climate:

- Ropes Course event during the first week of school.
- Trained Montessori teachers will guide students.
- Partner with the Police Department to come talk to students and families about cyber-bullying.

ACTUAL

Safe Climate:

- Ropes Course event organized during the first week of school.
- Teachers, with their Montessori training, can better guide the students through conflict resolution and develop a safer climate. This is reinforced by the Dean of students.
- Talked to students about cyber-bullying.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

- Team building: Ropes Course event first week of school.
- Conflict resolution: emphasized by trained Montessori teachers.
- Cyber-bullying: Police Department to do a presentation to

ACTUAL

- Team building: Ropes Course scheduled first week of school for 9th.
- Conflict resolution: on-going and emphasized by trained Montessori teachers. This is reinforced by the Dean of students.
- Added a class about social justice.

<p>the students/families.</p> <ul style="list-style-type: none"> - Grace and Courtesy: emphasized by trained Montessori teachers. 	<ul style="list-style-type: none"> - Grace and Courtesy: on-going and emphasized by trained Montessori teachers. - The comprehensive safety team continues to set goals and write / update annually the comprehensive safety plan. Students are involved in this process.
<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Expenditures

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 goal is to build an inclusive and respectful community. The comprehensive safety plan is guiding the implementation of the recommended actions (Positive classroom management, Grace and Courtesy, Social Inclusion). Students are taking initiative to create several groups based on their cultures (Asian Students Association, Black Student Union, Latino student Union, Muslim Student Union). They organize a multi-cultural fiesta. They make presentations and encourage celebrations. Students of all ethnicity are welcome to join each group.

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

It is hard to have some measurable outcomes for this goal. But based on the results from the survey, and especially the students' responses, we notice improvements about the general school climate.

- **Safe school climate:** 82% mentioned that Silver Oak provides a safe school climate (+11%, from 71% to 82%). From student point of view, 83% (+16%, from 67% to 83%).
- **Orderly environment:** 72% said that Silver Oak provides an orderly classroom environment (+17%, from 55% to 72%). Students reported 72% (+23%, from 49% to 72%).
- **Student acceptance:** 83% said students feel accepted and supported by the school community (+4%, from 79% to 83%).
- **Respect:** 84% said Gender, racial, ethnic, cultural background are respected (+5%, from 79% to 84%). Students reported 83% (+10%, from 73% to 83%). Parents indicated 95% (+3%, from 92% to 95%).
- **Social inclusion:** 82% agreed that the staff guides students in becoming respectful members of the community (through social inclusion). Increase of 1%, from 81% to 82%. Almost same results as last year for the students. Parents' results show an increase of 9% (from 81% to 90%)
- **Staff support:** 85% thought that staff supports students through advisories, individual work time and family conferences (+2%, from 83% to 85%).
- **Language & bullying:** 59% of students agreed that rude language and bullying are not tolerated on campus (0% change compared to last year).
- **Ask an adult:** 69% of students felt comfortable contacting an adult at school when they could not resolve a conflict (+10%, from 59% to 69%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change.

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.

- The comprehensive safety plan has been revised and here are the four climate safety goals that have been identified:
1. Positive classroom management techniques: frequent visits and observations.
 2. Grace and Courtesy: presentation during community meeting, followed by small group discussions.
 3. Social Inclusion policy: SAVE (Student Alternatives to Violent Environments) and Cyber Bullying workshops. New Student Action Committee, created to address issues of social justice at school and outside. Mixed interested students, meet weekly, studied issues, make presentations to the full community.
 4. Respect for the environment, to ensure students are focus on the academic and have less incidences of vandalism.

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 3.3

3.3 Parent Involvement:

Parents to understand that they are an important partner in their student's education.

=> Parent involvement to promote student success.

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

Parent Involvement:

- Quarterly family's conferences.
- Monthly parent educational meetings.
- Regular emails/letters in English/Spanish.
- Conduct training to access and use Power School.

ACTUAL

Parent Involvement:

- Bi-annual family's conferences.
- Back to School night to educate parent about Montessori.
- Regular emails/letters/newsletters in English/Spanish.
- Parents continue to use PowerSchool.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

- Conferences: Schedule quarterly conferences with each family.
- Education: Research topics for parent education (meetings, Journey of Discovery, LCAP).

ACTUAL

- Conferences: Scheduled bi-annual (instead of quarterly) conferences with each family, with the first one occurring at the beginning of the school year to set goals. The last family conference of the year, for Juniors, is conducted by the College Counselor, to start preparing for their Senior year and

- Communication: Draft regular communication emails/letters. Translate them in Spanish.
- PowerSchool: Train parents in using PowerSchool.

application to college.

- Education: Teachers organized again a Back to School night (changed the name from Journey of Discovery) for parents to educate them about Montessori and how their students learn. The head of school had coffees with parents, once a month, to talk about diverse topics specifically adolescence development, Montessori and College Prep. Meeting about LCAP, Safety Comprehensive Plan and Wellness was done in May.
- Communication: Emailed and texted regular communication emails/letters and translated them into Spanish. Also started monthly newsletter from the Head of School.
- PowerSchool: Parents and students continue to use PowerSchool to keep up to date on their student grades and assignments.
- Parent Organization: Initial planning meeting to put together a formal parent organization, with regularly scheduled meetings to improve parent involvement and volunteerism. English and Spanish speaker leaders. All communications are bilingual.

BUDGETED

ESTIMATED ACTUAL

\$160 for coffee.

Expenditures



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.

Parents are kept involved and informed in different ways, through conferences, emails, but also text messages (as many families don't have an email address), diverse meetings/coffees and Power School.
Trying to channel parent involvement, with creating an official parent organization.

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

Parents are very involved to support their student (Power School grades, and teacher conferences). Response to intervention is 100%, when parents are asked to come to the school and talk about their student.
Seeing increased involvement from parents to support the school, with the creation of a parent organization.

- **Back to School Night:** 86% of parents said that they benefited from this event, an increase of 20% (from 66% to 86%) compared to last year. Only 10% answered N/A, compared to 34% answering N/A last year.
- **Access to Power School:** Only 76% of the parents indicated that they have access to Power School, 24% decrease (from 100% to 76%) compared to last year. But 84% said that they are using it, which is similar to last year (83%). 50% would like to have training on how to use Power School efficiently. 94% of the students know that their parents have access to Power School, but students report that only 29% of their parents are using Power School.
- **Parent Communication:** 86% of parents received regular communication to keep them informed of the different activities. That is an increase of 23% (from 63% to 86%) compared to last year. We started sending communication through text messages in addition to emails.
- **Parent Feedback:** 86% agreed that the school has channels in place to hear parents' ideas about how to make the school better (quarterly family conferences, advisors and monthly parent education meetings). This is an increase of 21% (from 67% to 86%) compared to last year.
- **Spanish Communication:** 100% acknowledged that Silver Oak emphasizes Spanish communication. Same as last year.
- **Parents viewed as partners:** 82% thought that Silver Oak sees parents as important partners in their student's education. Increase of 7% (from 75% to 82%) compared from last year. 82% of students also see their parents as a partner in their education, increase of 10% (from 72% to 82%) compared to last year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Have coffees for the monthly meetings with the Head of 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.

- At the beginning of the new school year, organize a meeting for the new families about expectations, policies changes described in the handbook (grading, attendance and conduct).
- Use ParentSquare software for all communication (emails, texts, and conference signups).
- Develop further the Parents Organization to support the school and parents education (how to use PowerSchool and ParentSquare).

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 3.4

3.4 Parent Volunteerism:

Parents encourage volunteering their time and skills.
=> Parent involvement to promote a culture of volunteerism.

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

Parent Volunteerism:

- Work days to build, refresh, and contribute to the classrooms and school grounds.
- Help teachers organizing, driving and chaperoning field trips.
- Be part of Committees to help organize school events, fundraising activities and outreach. Be a mentor to a new enrolled family.

ACTUAL

Parent Volunteerism:

- Work days to clean the classrooms and school grounds.
- Help teachers driving for sport games.
- Be part of Committees to help organize school events, fundraising activities, as well as Safety Comprehensive team.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

- Schedule work days as needed during the year and summer to clean the school.
- Parents to chaperone on field trips.
- Form Committees to help with school events and fundraising.

ACTUAL

- Work days: Scheduled work days during the summer to clean the classrooms and grounds. Parents/students also volunteered on a monthly basis to take care of the grass field, and garden.
- Driving/Chaperoning: Parents drive for sport games, as well as chaperone during Intercession field trips.
- Committees: Formed Auction Committee and organized our annual auction dinner. Parents also helped students with our Posada celebration and Multi-cultural Fiesta.
- Career Day: Parents with specific jobs were invited to come to Career Day.

Expenditures

BUDGETED

ESTIMATED ACTUAL

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 has reached out to parents when needed for specific tasks.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Organizing volunteerism has been great for the specific tasks where the school needed extra help, but it can be enhanced, as there are additional areas where parents could be provide help. - Feeling Welcome: 90% of parents felt welcome when at school, an increase of 2% from (88% to 90%).
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No change.
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.	The creation of a Parents Organization will enhance parent volunteerism and improve communication with parents.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Students:

1. Process throughout the year: Students are included in their learning process.

- Each student is assigned to a teacher who is his/her advisor. They developed a special relationship. Students are able to bring feedback/issues to their advisors.
- Students were also very involved in the quarterly family conferences, as they lead the conference, showing their work as well as outlining their strengths and weakness, in order to progress. At that meeting, they can also provide to their advisor and parents whatever feedback may help them improve.
- All feedback is reported to the Head of School by the advisors, specifically on how the school can improve the students learning process. Those information are taken into account when the budget and LCAP are drafted.

2. Specific LCAP involvement:

- Each student filled the survey designed for the LCAP purpose. The wording of the survey is designed to address them directly, instead of targeting their parents. 167students, out of 187 enrolled students, returned the survey.

Parents/Families:

1. Process throughout the year: Families are considered important partners in their student's education.

As each year, parents were kept involved throughout the year with the implementation of the following processes, which give them a good perspective and better understanding on the school and its educational model (this process let them provide suggestions/comments throughout the year, and principally at the end of the year):

- Held four informational meetings for prospective parents (from Nov to Feb) where the Head of School described the philosophy of the school for parents to understand
 - how Montessori education is different than traditional schools;
 - why the teachers have additional credentials,
 - why the school has intercessions and field trips.

One bilingual member of the staff is always present to translate in Spanish. By educating parents, they understand what school we are before enrolling their student, as well as understand better what may be the needs for the students.

- A family conference with the advisory teacher is organized twice a year, for communicating student progress to the family, offering any additional help which may have been needed and listening to feedback from the student and family. The first conference was scheduled beginning of August in order for the student to set goals for the school year. Students keep the same advisor each year.
- A “Back to School Night” was scheduled to involve families in the Montessori aspect of their students’ education and to ask questions. Parents were able to see how Montessori secondary education is delivered (Socratic seminars, small group lessons, and individual work).
- Regular announcements and newsletters (in English and Spanish) were sent to families to keep them updated of the different student activities that were planned.
- Parents had access to PowerSchool to track their student’s grades, assignment deadlines and attendance.

- Monthly coffee with the Head of School, for parents to provide any feedback they have, and talk about a specific subject.

2. Specific LCAP involvement:

- A special parent educational meeting regarding LCFF and LCAP was scheduled May 11th 2017 to explain the LCFF and LCAP; review the results of last year's survey and last year's LCAP goals, and emphasize the importance for them to provide feedback and be part of this LCAP process.
- At the end of the meeting, a survey (in English and Spanish) was distributed and also emailed/mailed to the families who didn't come.
- Surveys were collected and analyzed. All comments are read. Sometimes, follow up meetings were scheduled if the family requested one in the survey and indicate their name.

Staff:

- Each staff member was also given a survey to complete to provide feedback on how the school is doing regarding the eight State priorities.
- Staff can provide feedback during one-on-one meeting with the Head of School. One of the staff is part of the Finance Committee meeting, and we enough appreciate his feedback when making decisions regarding the budget.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The survey covered each of the eight State Priorities so that stakeholders had the opportunity to provide feedbacks in all areas. We continue to maintain the Spanish translation for the parent survey version.

Results of the survey:

- A total of 196 surveys (compared to 116 surveys last year) have been received. The difference is mostly the number of student surveys (167 student surveys out of 187 enrolled students, compared to 79 student surveys back last year). We got about the same number of surveys back from parents/teachers (35 surveys). Surveys were anonymous, but most of them mentioned if the respondent was a parent, student or staff. In addition to the predefined answers, several participants took the time to write additional comments in the provided spaces for some of the questions.

1. Basic Services:

- **College Prep:** 86% of all surveys (parents and students combined) thought that Silver Oak provided a college preparatory education. This is an increase of 16% (from 70% to 86%) compared to last year. When looking only at the parents' surveys, it represents an increase of 9% (from 81% to 90%). But if you consider only the student survey, it is a nice increase of 21% (from 65% to 86%)!
- **Individualized learning:** 80% agreed (or strongly agreed) that Silver Oak provides individualized mastery learning. This is an increase of 15% (from 65% to 80%) compared to last year. This new concept takes a while for families and students to understand, but with more teachers completing their Montessori training, they are able to better provide individualized learning. The students are finally seeing this difference; they reported an increase of 13% (from 65% to 78%). The parents noticed as well, indicating an increase of 30% (from 65% to 95%).
- **Highly qualify teachers:** Only 66% thinks that the teachers are highly qualified to teach class in their subject area. This is an increase of 13% (from 53% to 66%) compared to last year. The students have been harsher than the parents in the past, but they indicated 64%, an increase of 19% (from 45% to 64%). Parents show an increase of 16% (from 70% to 86%).
- **Safe and clean facility:** 81% indicated that the school provides a safe school facility, an increase of 8% (from 73% to 81%) compared to last year. And 52% described that the facility, classroom environment and grounds feel clean, increase of 5% (from 47% to 52%) compared to last year. The students' inputs, is 50%, an increase of 8% (from 42% to 50%) that the facility feel clean.

2. Implementation of Common Core State Standards:

- **Common Core (Math & English):** 75% agreed that Silver Oak has implemented Common Core State Standards in English and Mathematics. This is a decrease of 6% (from 81% to 75%) compared to last year. The decrease comes primarily from the students (from 76% to 72%). Parents indicated a small decrease from 95% to 94%.
- **Montessori curriculum, exceeding A-G requirements:** 92% thought that the school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements. Increase of 18% (from 74% to 92%) compared to last year. It includes an increase of 17% (from 71% to 88%) based on the students' inputs. Parent education regarding Montessori principles (coffee with the Head of School) have been beneficial and demonstrated an increase of 13% (from 82% to 95%).
- **English Language Learner support:** 45% agreed that the school provides additional individualized support to students identified as English Learners. Increase of 9% (from 36% to 45%) compared to last year. And 45% answered as N/A, compared to 43% last year.

3. Parent Involvement:

- **Back to School Night:** 86% of parents said that they benefited from this event, an increase of 20% (from 66% to 86%) compared to last year. Only 10% answered N/A this year, compared to 34% answering N/A last year.
- **Feeling Welcome:** 90% of parents felt welcome when at school, an increase of 2% from (88% to 90%) compared to last year.
- **Access to Power School:** Only 76% of the parents indicated that they have access to Power School, 24% decrease (from 100% to 76%) compared to last year. But 84% said that they are using it, which is similar to last year (83%). 50% would like to have training on how to use Power School efficiently. 94% of the students know that their parents have access to Power School, but students report that only 29% of their parents are using Power School.
- **Parent Communication:** 86% of parents received regular communication to keep them informed of the different activities. That is an increase of 23% (from 63% to 86%) compared to last year. We started sending communication through text messages in addition to emails.
- **Parent Feedback:** 86% agreed that the school has channels in place to hear parents' ideas about how to make the school better (quarterly family conferences, advisors and monthly parent education meetings). This is an increase of 21% (from 67% to 86%) compared to last year.
- **Spanish Communication:** 100% acknowledged that Silver Oak emphasizes Spanish communication. Same as last year.
- **Parents viewed as partners:** 82% thought that Silver Oak sees parents as important partners in their student's education. Increase of 7% (from 75% to 82%) compared from last year. 82% of students also see their parents as a partner in their education, increase of 10% (from 72% to 82%) compared to last year.

4. Student Achievement:

- **Parental concerns:** 82% reported that concerns, regarding student's academic performance, can be easily communicated and are fully supported by the school. Increase of 6% (from 76% to 82%) compared to last year. Students' results indicate 82%, which is an increase of 8% (from 74% to 82%). Parents' results show 81%, which is 1% increase compared to last year.
- **Services to ELL:** 47% indicated that services provided to English Learner students were effective and increased proficiency rate. Increase of 12% (from 35% to 47%) from last year. And 42% answered as N/A (last year, 50% answered N/A). Students see the effort even more, with 59% indicated that the services provided were effective, increase of 18% (from 41% to 59%). 29% of students answered N/A (compared to 41% last year). Parents also noticed those efforts, with 38%, increase of 17% (from 21% to 38%). 52% of parents answered N/A (compared to 71% last year).
- **Intercession:** 89% valued the intercession activities and considered them as intricate parts of the curriculum. Increase of 21% (from 68% to 89%) compared to last year. The students finally understand what that means; they indicated 100%, an increase of 37% (from 63% to 100%)! But some students didn't get a copy of this question in their packet. No change for parents, 79% of parents value intercessions as part of the curriculum.
- **Honors courses:** 100% agrees that Juniors and Seniors are provided with Honors courses; an increase of 22% (from 78% to 100%). Parents indicated 70%, but 30% answered N/A. Students replied 100%, an increase from 22% (from 88% to 100%). But some students didn't get a copy of this question in their packet.
- **College readiness:** 86% agreed that the school encourages all students to enroll in challenging courses for career and college preparation. Increase of 11% (from 75% to 86%). The students' results indicated 89%, an increase of 17% (from 72% to 89%). Parents' results increased slightly at 84% (from 82% to 84%).

5. Student Engagement:

- **Motivation to learn:** 92% reported that students enjoy attending the School, increase of 11% (from 81% to 92%) compared to last year. And 89% noticed that students are more motivated to learn, increase of 14% (from 75% to 89%).
- **Attendance:** 95% understood that daily attendance is important for both student academic and school financial. Increase of 4% (from 91% to 95%).
- **Intercession attendance:** 97% understood the importance of Intercession weeks and supported their student's attendance during that time. Increase of 21% (from 76% to 97%).
- **Absences:** 70% of parents said that they are contacted for repeat occurrences of missed attendance, increase of 14% (from 56% to 70%). And 25% answered as N/A (compared to 41% last year).

6. School Climate:

- **Safe school climate:** 82% mentioned that Silver Oak provides a safe school climate (+11%, from 71% to 82%). From student point of view, 83% (+16%, from 67% to 83%).
- **Orderly environment:** 72% said that Silver Oak provides an orderly classroom environment (+17%, from 55% to 72%). Students reported 72% (+23%, from 49% to 72%).
- **Student acceptance:** 83% said students feel accepted and supported by the school community (+4%, from 79% to 83%).
- **Respect:** 84% said Gender, racial, ethnic, cultural background are respected (+5%, from 79% to 84%). Students reported 83% (+10%, from 73% to 83%). Parents indicated 95% (+3%, from 92% to 95%).
- **Social inclusion:** 82% agreed that the staff guides students in becoming respectful members of the community (through social inclusion). Increase of 1%, from 81% to 82%. Almost same results as last year for the students. Parents' results show an increase of 9% (from 81% to 90%).
- **Staff support:** 85% thought that staff supports students through advisories, individual work time and family conferences (+2%, from 83% to 85%).
- **Advisor:** 82% said that having an advisor assigned to each student is useful (+1%, from 81% to 82%). It represents an increase of 3% for the students (from 79% to 82%). On the contrary, parents' results show a decrease of 3% (from 83% to 80%).
- **Language & bullying:** 59% of students agreed that rude language and bullying are not tolerated on campus (0% change compared to last year).
- **Ask an adult:** 69% of students felt comfortable contacting an adult at school when they could not resolve a conflict (+10%, from 59% to 69%).

7. Course Access (combined results from students and parents):

- **English:** 75% were satisfied with student's progress in English (+4%, from 71% to 75%),
- **Mathematics:** 86% satisfied in Mathematics (+0).
- **Science:** 75% reported being satisfied in Science (+13%, from 62% to 75%).
- **Social Studies:** 84% reported being satisfied in Social Studies (-3%, from 87% to 84%).
- **Digital Media & Arts:** 90% reported being satisfied in Digital Media/Arts (+10%, from 80% to 90%).
- **Foreign Languages:** 44% of parents reported being satisfied in Foreign Languages (-22%, from 66% to 44%). Question omitted from student survey, to add.
- **Physical Education:** 72% were satisfied with progress in Physical Education (+9%, from 63% to 72%).
- **Electives:** 83% were satisfied with the electives provided (+4%, from 79% to 83%).
- **Self-Construction:** 79% were satisfied with progress Self-Construction classes (+10%, from 69% to 79%).
- **Special Ed:** 30% mentioned that students who need Special Education services are provided necessary support (no change). And 64% answered as N/A.

8. Student Outcomes:

- **Portfolios:** 58% agreed that Silver Oak is helping students developing portfolios to reflect upon their annual progress and best work (+4%, from 54% to 58%).
- **Leadership skills:** 79% indicated that their student demonstrates leadership skills (+8%, from 71% to 79%).
- **School wide learner outcomes:** The school has put in place a list of School wide learner outcomes, as part of an important Montessori component. The results indicate good progress in developing those outcomes:
Technology, Information and Communication Literacy: 82% (+9%, from 73% to 82%),
Critical Thinking and Problem Solving: 86% (+14%, from 72% to 86%),

Effective Oral and Written Communication: 73% (-6%, from 79% to 73%),
Curiosity and Imagination: 77% (no change),
Collaboration Across Networks and Global awareness: 68% (no change),
Initiative and Entrepreneurialism: 74% (+2%, from 72% to 74%),
Mastery, Agility and Adaptability: 81% (+8%, from 73% to 81%),

All answers have been closely considered and evaluated to see how the school could improve in any aspect, especially if the results of answers were below 80%.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Goal 1: Improve Conditions of Learning (rigorous, mastery-based quality, college preparatory high school education).

☐ New ☒ Modified ☐ Unchanged

Goal 1.1

Credentials (Montessori and California) & Professional Development

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 need highly qualified teachers to teach in their subject area. The school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Montessori in-training Faculty	8	3	3	0
Number of Montessori Credentialed Faculty	6	13	14	17
Number of not	1	0	0	0

Montessori training Faculty				
Number of teachers in Induction program	2	1	1	0
Number of CA credentialed Faculty	4	7	7	8
Number of PIP teachers	6	7	7	0
Number of teachers in Cleared Credential	0	0	0	7

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Montessori Secondary I and II training: Eight teachers will continue the training and complete it by end of 2017-2018. Enrollment has already been paid.

California Credentials: Verify the steps needed for each teacher to fully compliant with their credentials.

2018-19

☐ New ☒ Modified ☐ Unchanged

Montessori Secondary I and II training: Enroll three teachers in the Montessori training (one part-time teacher and the 2 new teachers hired beginning of 2017-2018).

California Credentials: Verify the steps needed for each teacher to fully compliant with their credentials.

2019-20

☐ New ☒ Modified ☐ Unchanged

Montessori Secondary I and II training: Three teachers will continue the Montessori training and complete it by end of 2019-2020.

California Credentials: Verify the steps needed for each teacher to fully compliant with their credentials.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$12,000	Amount	\$24,000	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	5210 - Cost for 6 CA credentials	Budget Reference	5210 - 3 teachers to enroll in Montessori	Budget Reference	

☐ New
 ☐ Modified
 ☒ Unchanged

Goal 1.2

Comprehensive and Safe facility (including Classroom Resources)

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 need to feel safe wherever they are in the school grounds.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enough space, including gym and sport fields	YMCA w/ 9 classrooms + 3 offices. Gym and fields through Prop 39 (HARD).	YMCA w/ 9 classrooms + 5 offices. Gym through Prop 39 (HARD). Fields through Cal State East Bay.	YMCA, but start to plan for expansion to add space. Gym and fields through Prop 39 (HARD).	Build or move to expand for larger permanent campus. Gym and fields through Prop 39 (HARD).

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Negotiate new lease with the YMCA for 2018-2019 (and longer lease if possible). Submit Prop 39 to HUSD to find alternate classroom space and gym/fields. Depending on the results, pursue Prop 51 Bond application.

2018-19

☐ New ☒ Modified ☐ Unchanged

It depends on what happens in 2017-2018.

2019-20

☐ New ☒ Modified ☐ Unchanged

It depends on what happens in 2017-2018 and 2018-2019.

BUDGETED EXPENDITURES

2017-18

Amount \$125,932

Source LCFF & Facility grant

2018-19

Amount \$149,258

Source LCFF & Facility grant (need to

2019-20

Amount \$157,655

Source LCFF & Facility grant?

Budget
Reference

5600 - YMCA Lease

Budget
Reference

reapply in spring 2018)

5600 - YMCA Lease

Budget
Reference

5600 - YMCA Lease

☐ New

☒ Modified

☐ Unchanged

Goal 1.3

Student self-construction and College career counseling/planning

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 need to think about their future.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	100% for cohort 2017	100%	100%	100%
College Acceptance Rate	100% for cohort 2017	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Continue to hire a full-time Spanish speaking College Counselor.

2018-19

☐ New ☐ Modified ☒ Unchanged

Continue to hire a full-time Spanish speaking College Counselor.

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to hire a full-time Spanish speaking College Counselor.

BUDGETED EXPENDITURES

2017-18

Amount \$79,000 + benefits

Source LCFF

Budget Reference 1200 - Counselor

2018-19

Amount \$82,000 + benefits

Source LCFF

Budget Reference 1200 - Counselor

2019-20

Amount \$85,000 + benefits

Source LCFF

Budget Reference 1200 - Counselor

☐ New
 ☒ Modified
 ☐ Unchanged

Goal 1.4

STEAM & Interdisciplinary courses

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 need the opportunity to access different types of courses.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of intercession course choices and electives	9 electives / semester + 12 intercession courses	9 electives /semester + 12 intercession courses	9 electives /semester + 12 intercession courses	9 electives /semester + 12 intercession courses
STEAM Professional Development	None		1 day in-service training	1 day in-service training

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Decide which new electives and intercession classes to add.

2018-19

☐ New ☒ Modified ☐ Unchanged

Decide which new electives and intercession classes to add.

Decide which STEAM Professional Development in-service training to provide.

2019-20

☐ New ☒ Modified ☐ Unchanged

Decide which new electives and intercession classes to add.

Decide which STEAM Professional Development in-service training to provide.

BUDGETED EXPENDITURES

2017-18

Amount

\$1,500

Source

Restricted State Lottery, LCFF

2018-19

Amount

\$2,500

Source

Restricted State Lottery, Title II

2019-20

Amount

\$2,500

Source

Restricted State Lottery, Title II

Budget
Reference

4315 - Materials for electives

Budget
Reference

4315 - Materials for electives
5210 – Professional Development

Budget
Reference

4315 - Materials for electives
5210 – Professional Development

☐ New

☒ Modified

☐ Unchanged

Goal 1.5

Physical Education & Athletic Program

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Sport Teams offered	4	4	6	6
PE offered	as elective all year, and after school for 2 nd semester	as elective all year, and after school for 2 nd semester	as elective all year, and after school for 2 nd semester	as elective all year, and after school for 2 nd semester

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

BASAC/Sports: Continue to be a member and survey students to know which sports to offer.

PE: Provide different electives and after-school offerings.

2018-19

☐ New ☐ Modified ☒ Unchanged

BASAC/Sports: Continue to be a member and survey students to know which sports to offer.

PE: Provide different electives and after-school offerings.

2019-20

☐ New ☐ Modified ☒ Unchanged

BASAC/Sports: Continue to be a member and survey students to know which sports to offer.

PE: Provide different electives and after-school offerings.

BUDGETED EXPENDITURES

2017-18

Amount \$15,400

Source LCFF

2018-19

Amount \$19,500

Source LCFF

2019-20

Amount \$19,500

Source LCFF

Budget
Reference

5300 & 5842 - BACSAC
1100 – PE salary (depends on
teacher experience)

Budget
Reference

5300 & 5842 - BACSAC
1100 – PE salary (depends on
teacher experience)

Budget
Reference

5300 & 5842 - BACSAC
1100 – PE salary (depends on
teacher experience)

☒ New

☐ Modified

☐ Unchanged

Goal 1.6

Special Ed

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Number of Special
Ed Staff

Full-time coordinator

Full-time coordinator + part-
time assistant + part-time
Mental Health (1 day/week)

Full-time coordinator + part-
time assistant + part-time
Mental Health (2 days/week)

Full-time coordinator + part-
time assistant + part-time
Mental Health (3 days/week)

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Hire staff as needed.

2018-19

☒ New ☐ Modified ☐ Unchanged

Hire staff as needed.

2019-20

☒ New ☐ Modified ☐ Unchanged

Hire staff as needed.

BUDGETED EXPENDITURES

2017-18

Amount \$76,400 + \$13,000 Mental Health

Source Special Ed + Mental Health

Budget Reference
1900 Salary
2100 Salary

2018-19

Amount \$94,000 + Mental Health

Source Special Ed + Mental Health

Budget Reference
1900 Salary
2100 Salary

2019-20

Amount \$98,500 + Mental Health

Source Special Ed + Mental Health

Budget Reference
1900 Salary
2100 Salary

☐ New
 ☒ Modified
 ☐ Unchanged

Goal 1.7

Foreign Languages

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Benchmark assessment tests	None	Benchmark assessment designed. Test Jan2018 to determine baseline. Test again at the end of the semester.	Test at the beginning and end of the year.	Test at the beginning and end of the year.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☒ New ☐ Modified ☐ Unchanged

☒ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

No extra expenses.

Amount

No extra expenses.

Amount

No extra expenses.

Source

Source

Source

Budget

Reference

Budget

Reference

Budget

Reference

Goal 2: Improve Pupil Outcomes.

☐ New ☒ Modified ☐ Unchanged

Goal 2.1

Student Proficiency

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

[Identified Need](#)

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Proficiency in Math/ELA/Science (Student grades)	75%	80%	85%	90%
CAASPP/SBAC	67% "exceed/met" in English 21% "exceed/met" in Math	70% "exceed/met" in English 55% "exceed/met" in Math		
PSAT/SAT	SAT: 63% "met" in English SAT: 29% "met" in Math	SAT: 65% "met" in English SAT: 50% "met" in Math		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

- Continue to implement individualized learning (as teachers get their Montessori credentials), credit recovery (in summer), and after-school tutoring.
- Hire a reading specialist and use reading software for every student.
- Add integrated Math elective for students missing the basic understanding.
- Practice test taking on the computer.

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Reading Specialist: \$33,500
Math Remediation: \$48,000
Credit Recovery: \$6,000

Amount

Amount

Source

Title I, LCFF

Source

Source

Budget
Reference

1100 - Salaries

Budget
Reference

Budget
Reference

☐ New

☒ Modified

☐ Unchanged

Goal 2.2

ELL students Proficiency

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELL progressing to the next level	?	20		
ELL reclassified	2	2		

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ 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 enrolled in Montessori credential program, to be trained in using non-language-based methodologies (hands-on materials and collaborative work with peers).
- Spanish teachers working individually with ELL students
- Monitoring reclassified students for at least two years.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

No extra stipend for CELTD coordinator

Amount

Amount

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New
 ☒ Modified
 ☐ Unchanged

Goal 2.3

Graduation rate & College Acceptancy

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate	100%	100%	100%	100%
College acceptance	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

- Continue to train teachers.
- College Counselor to guide students toward adequate and best suited placement in college. Expand curriculum for each four grades (9-12).

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount No extra expenses

Amount

Amount

Source

Source

Source

Budget
Reference

Budget
Reference

Budget
Reference

☐ New

☒ Modified

☐ Unchanged

Goal 2.4

School wide learner outcomes

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Wide Learners Outcome Assessment	80%	85%	90%	95%

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers, continue to define a list of desired goals for the defined outcomes, as well as teaching methods and assessments to evaluate the students in their progression towards the SWLO.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount No extra expenses	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Goal 3: Improve Engagement.

☐ New

☒ Modified

☐ Unchanged

Goal 3.1

Consistent 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](#)

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	95.45%	96%		
Absences 20+ days	9.6%	9%		

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Continue to call families as soon as students are absent.
Reduce suspension rate (with help of Dean of students)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Attendance stipend: \$2,000

Amount

Amount

Source

LCFF

Source

Source

Budget

Reference

1100 - Salary

Budget

Reference

Budget

Reference

☐ New
 ☒ Modified
 ☐ Unchanged

Goal 3.2

Safe Climate & Emergency Preparedness

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Comprehensive Safety Plan Goals	See LCAP survey on Climate			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Execute actions listed in the Safety Comprehensive Plan.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

No extra expenses

Amount

Amount

Source

Source

Source

Budget

Reference

Budget

Reference

Budget

Reference

☐ New
 ☒ Modified
 ☐ Unchanged

Goal 3.3

Parent Engagement (Involvement & Volunteerism)

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of parents coming to Family conferences	95%	100%		
Percentage of parents coming to monthly Head of School Coffee				

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$300 for Monthly coffee

Amount

Amount

Source LCFF

Source

Source

Budget Reference 4300 – Supplies/Materials

Budget Reference

Budget Reference

☐ New
 ☒ Modified
 ☐ Unchanged

Goal 4.4

Community Engagement

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of students on the waitlist (after the Lottery and when school starts)				
Percentage of Montessori students	15%	20%		

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ 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 Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☐ Unchanged

Hire a Development director.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$67,000

Amount

Amount

Source LCFF

Source

Source

Budget Reference 1200 - Salary

Budget Reference

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$200,000

Percentage to Increase or Improve
Services:

100 %

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](#)).

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

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

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016