

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

2017-20 Plan Summary

The Story

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 2018-2019 school year (its sixth year of operation), the school is projecting an enrollment of 210 students.

Students and Community - 2017-2018 facts:

Silver Oak students represent a culturally, ethnically, and socio-economically diverse group, reflective of the greater Hayward community. Enrollment of 198 students, including a large portion of English Language Learners with the majority being Hispanic (*Hispanic: 56.1%, White: 20.2%, Asian 10.6%, African American 6.1%, Other 5.5%, 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 60.6%; with 58.6% being Free and Reduced Lunch students. 79% 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 three 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 for the past two years, 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 2018-2019 year, the focus of this LCAP is to:

- 1- Continue to increase student proficiency and outcomes.
- 2- Have new teachers complete their Montessori credentials.
- 3- Look for additional space or alternative facility options (thru Prop 39, Developers, or Grants).
- 4- Start offering more authentic STEAM courses, and interdisciplinary work, including field experiences.
- 5- Increase Mental Health and Special Education services.

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

Greatest Progress in 2017-2018:

- 1- 100% college acceptance for cohorts 2016, 2017 and 2018.
- 2- Charter renewed for five years.
- 3- Continue showing some progress on student outcomes, after implementing credit recovery for 4 years, and after school tutoring since 2016.
- 4- Seven teachers are concluding their Montessori training this summer, and another one will complete next 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.
- 6- Mental Health professional was available to students one day per week.

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

Greatest Needs in 2017-2018 and going forward:

- 1- Continue to improve student proficiency and standardized test scores.

=> A reading specialist was hired for 2017-2018 (and again for 2018-2019) 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. This additional class will continue when funding is available and a new teacher can be hired.

=> Offer additional professional development opportunities to enrich understanding and skill levels in the following areas: NGSS (Next Generation Science Standards), STEAM (Science Technology Engineering, Art and Math) & CCSS (Common Core State Standards) teaching and learning strategies.

2- Have more classroom space or find another facility.

=> A Charter School Facilities Development partner has been identified to partner with the School to find a suitable permanent campus for the 2019-2020 school year.

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

n/a

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.

Increased or Improved services

Increased or Improved services in 2017-2018 and going forward:

- 1- Hiring of a Reading Specialist had a direct benefit on both low-income and English learner students. Over half of these 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 continues to work 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.
- 3- The increased staffing in both Mental Health and Special Education will directly impact all students.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$2,350,015 (including Special Ed)

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

\$612,221

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.
- Dues and memberships, general liability insurance and workers comp.
- Materials, supplies and furniture for office and classrooms.
- Lunch program, housekeeping, utilities and building maintenance.
- Audit and financial services provider.
- Communication (internet, stamps...).
- Physical Education & Athletic Program (not a LCAP goal anymore, integrated as part of operational budget)

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$2,047,727

Annual Update – Goals to Improve Conditions of Learning

LCAP Year Reviewed: 2017-18

Goal 1.1

Goal 1.1 - Credentials (Montessori and California) & Professional Development

All teachers (100%) will be in the process or attained their Montessori Secondary credentials and will hold their California single subject credential for the subject they are teaching. It also includes specialty teachers (like Special Ed, 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 Priorities: # 1, # 2

Local Priorities:

Annual Measureable Outcomes

Expected

Montessori Credentials:

- Montessori In-training staff: 3 (including 1 already in training)
- Montessori Credentialed staff: 13 (6 trained + 7 completing training summer 2018)
- Not Montessori trained staff: 0

=> 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).

Actual

Montessori Credentials:

- Montessori In-training staff: 8 (7 completing, 1 still in training)
- Montessori Credentialed staff: 13 (6 trained + 7 completing training summer 2018)
- Not Montessori trained staff: 2
- In-training teachers: 1 teacher still in training by end of 2017-2018 (to complete training summer 2019). Out of the 9 teachers, who started their Montessori training as the new cohort during summer 2016, eight (8) teachers were still in training during 2017-2018. Seven (7) teachers will complete their training July 2018. That includes the Director of Special Ed. However, one of those teachers is moving out of state and will be leaving the school as of the end of the 2017-2018 school year. As mentioned, one teacher will complete the training in the summer of 2019. One withdrew from the training in 2017 as she did not return for 2017-2018 school year.

Expected

Actual

New hires (for summer 2017 & 2018) will start summer 2019.

- Trained/Credentialed staff: 13 staff (6 already completed + 7 completing summer of 2018). Two teachers had already completed the training in 2015-2016. Two other trained teachers from that cohort moved to administrative positions. College Counselor (now Vice Principal) completed the training Summer 2017. All leadership staff is now Montessori trained: Superintendent/Principal, Vice-Principal, the Director of Special Education, the Instructional Coach and Dean of students (who will not be retuning for 2018-2019).

- Not trained: 2 staff. One returning teacher hired summer 2017 will start the training in 2019. But the 2nd teacher hired summer 2017 will not be returning. Also, to fill vacant and new positions, 6 new teachers and a college counselor have been hired for 2018-2019 and will start the training during Summer 2019.

Summary => 13 staff members (8 teachers and 5 administration staff) are Montessori credentialed, plus one additional teacher completing the training in 2019. However, two Montessori trained staff (1 teacher and 1 administration staff) are not returning. Eight (8) staff members (including the 7 newly hired) will be starting the training Summer 2019.

California Credentials:

- Induction: 1
- PIP: 7
- CA Credentials: 7
- Cleared Credential: 0

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

California Credentials:

- Induction: 2 teachers. Out of the four teachers, who registered for the induction program through Sonoma County in 2016, to renew their credentials, one teacher completed it by end of 2016-2017. The other three teachers had their credentials transferred from other states. One renewed it June 2016; the 2nd teacher renewed it in June 2017 and the 3rd teacher renewed it by June 2018. Another teacher started the program and will complete it by end of 2018-2019. Four newly hired teachers and one counselor will start induction in the 2018-2019 school year.

- PIPs/Interns: 7 teachers submitted a PIP application. Six teachers registered beginning of 2016-2017 as interns, 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. The School then applied for PIP's for each of them, for the 2017-2018 school year, as well as for 1 new teacher hired summer 2017. The returning teachers are now registered for 2018-2019 at Cal State East Bay, Holy Names and Alliant universities. The School is applying for PIP's for two newly hired teachers for 2018-2019.

- Credentials: Four teachers have now cleared credentials. And two of the leadership staff also have cleared credentials.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Houston Montessori Center Staff returned to complete the third and final summer of the training for the current cohort.</p> <p>Out of the 8 teachers who continued their training, seven teachers completed the training.</p> <p>One teacher will complete in Summer 2019.</p> <p>College Counselor (now Vice Principal) completed the training Summer 2017.</p>	<p>\$0</p> <p>[As the remaining cost of training for 3 teachers (\$24,000) and College Counselor (\$2,250) was paid in 2016-2017.]</p>	<p>\$1,981, from 6 teachers who chose to use part of their annual professional development money for the extra expenses not covered by the \$8,000 paid by the school.</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>California Credentials: Verify the steps needed for each teacher to fully compliant with their credentials.</p>	<p>For each teacher, steps were taken to apply in the right program. A credentialed consultant was hired to provide services and advices on each of the files.</p>	<p>\$12,000 to cover cost of 2017-2018 internship program registration for 6 teachers.</p>	<p>\$11,900, as follow:</p> <ul style="list-style-type: none"> - Induction: \$2,500 (\$2,000 for 1 teacher, \$500 for 2nd teacher, who had already used his credential stipend and used his professional development stipend). - PIP: \$800 for applications. - Interns: \$7,600 for 4 college registrations. - Consultant: \$1,000.

Analysis

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

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

- Montessori Credentials: Houston Montessori Center continues to bring their Montessori Secondary I/II Credential training to the Bay Area.

For 2017-2018, our entire staff was comprised of 22 staff, including 13 teachers, 2 Special Ed staff, 1 reading specialist, 4 leadership staff and 2 office managers. Number of staff trained or in training: 14 (as follows: 9 teachers, 1 Special Ed, 4 leadership staff).

- California Credentials: 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. The School then applied for PIP's for each of them for the 2017-2018 school year. They are now registered for 2018-2019 at Cal State East Bay, Holy Names and Alliant universities. The School is applying for PIP's for two newly hired teachers.

- Professional development: Several teachers, not using their annual stipend towards their credentials, used it for going to workshops (like CELT/ELPAC, CAASPP, student behavior, American Montessori Society conference). This helped them perform their additional responsibilities.

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

- Montessori Credentials: 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 continued their 2nd year of training in Summer 2017. Seven (7) will complete the last part of the training in Summer 2018, and the 8th teacher will be done summer 2019. Only two (2) teachers had not begun the training.

- **Highly qualify teachers**: 79% think that the teachers are highly qualified to teach classes in their subject areas. This is an increase of 13% (from 66% to 79%) compared to last year. As in the past the students have been harsher than the parents, but they indicated 73%, an increase of 9% (from 64% to 73%).

- **Individualized learning**: 78% agreed (or strongly agreed) that Silver Oak provides individualized mastery learning. This is a decrease of 2% (from 80% to 78%) compared to last year. This question was worded differently this year to ask the stakeholders if they thought that at Silver Oak learning is adapted to meet each individual student's ability level and learning style.

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.

- **Montessori curriculum, exceeding A-G requirements**: This year both parents and students stated that they did not understand either the Montessori curriculum or the A-G requirements and, therefore, did not feel they could answer the question fully or properly. This question was worded differently this year to ask the stakeholders only if they thought that Silver Oak provides curriculum exceeds college entrance course requirements.

Because of this the School plans to conduct both student and parent education, during the upcoming school year, to better inform the entire community of both the Montessori curriculum and the A-G requirements. Then, in the 2018-2019 LCAP survey, the question will be reworded and reinserted.

78% agreed or strongly agreed. This is a decrease of 14% (from 92% to 78%) compared to last year.

- California Credentials: Regarding the California Credentials program, it had been hard to judge the effectiveness of this goal. This is due to the difficulties encountered with registering to some of the programs and delaying the number of staff credentialed. But now, by end of 2017-2018, 4 teachers and 3 administration staff have completed their credentials. An additional teacher started this year, and will complete the induction program by end of 2018-2019. Four newly hired teachers and one counselor will start induction in the 2018-2019 school year.

Though the seven (7) teachers registered as interns had not started during the 2017-2018 school year, the School applied for PIP's for each of them. The returning teachers are now registered for 2018-2019 at Cal State East Bay, Holy Names and Alliant universities. The School is applying for PIP's for two newly hired teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted funding has been spent as planned for California credentials (even though not toward the expected programs).

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. Emphasizing paid credential trainings and professional development is the school most important goal to attract/develop highly qualified teachers and continue to increase student outcomes. It is primordial to continue to allocate budget towards those services, especially for summer 2019, when we will again have a big cohort of non-Montessori teachers to start their training.

Annual Update – Goals to Improve Conditions of Learning

LCAP Year Reviewed: 2017-18

Goal 1.2

Goal 1.2 - Comprehensive and Safe Facility (including Classroom Resources)

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 Priorities: # 1

Local Priorities:

Annual Measureable Outcomes

Expected

Safe facility:

Enough space, including gym and sport fields.

- 9 classrooms + 5 offices.
- Gym through Prop 39 (HARD).
- Fields through Cal State East Bay.

Actual

Safe Facility:

Stayed in the same facility.

- Classroom space: Same as last year, no additional classroom space. Nine (9) classrooms (including back of gym used as a classroom).
- Offices: 6 offices (HOS, Counselor, Dean, Instructional Coach, Mental Health, SPED). Obtained one additional office used for Mental Health (renovated summer 2017).
- Gym/Field space: Our Prop 39 request for 2017-2018 was fulfilled only for the gym; Cal State East Bay allowed use of a soccer field for 2017-2018.
- Lease: A Lease with YMCA was renewed for another year. The lease cost increased by \$45,000 for the 2017-2018 school year, and will increase another \$10,600 for 2018-2019. The School applied for another facility grant round for 2018-2019 school year, as the original grant, started in 2015-2016, is valid for only 3 years (finishes Aug 2018).

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Lease: Negotiate new lease with the YMCA for 2018-2019 (and longer lease if possible).</p>	<p>The 2018-2019 lease was renewed for one year, cost continues to increase, with no additional classroom space.</p>	<p>\$125,932 for 2017-2018</p>	<p>\$125,932 for 2017-2018</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Prop 39: Submit Prop 39 to HUSD to find alternate classroom space and gym/fields.</p>	<p>Prop 39 was a lengthy and disappointing process. Used all the lawyer pro-bono hours, and had to pay additional hours to finally get an offer from HUSD, resulting in an offer for space at Sunset campus for 2018-2019. Offer to relocate to Sunset was declined. Negotiated with HUSD and HARD, through prop 39, to get access again to a gym and sport fields, but same as for 2017-2018, they will provide only a gym for 2018-2019. Met with Cal State East Bay to use again one of their soccer fields.</p>	<p>\$0</p>	<p>\$5,919.70</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Research & extra funding: Depending on the results, pursue Prop 51 Bond application.</p>	<p>Had applied for Prop 51 Bond application to secure funding toward a permanent campus, but did not receive funding.</p> <p>Continued to provide eligibility information to receive our Facility Grant funding. As our current</p>	<p>\$0</p>	<p>\$0</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

grant expires in Aug 2018, submitted a new application for both Federal and State Facility grants.

Once our charter was renewed, resumed our researches for a long-term facility in Hayward. Initiated contact with several Charter School developers, and scheduled conference calls to learn more about the services they provide.

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 Facility Committee continued to work on different approaches, to obtain a facility with enough space for our 200 students. A new lease for 2018-2019 was negotiated with the YMCA for only one year. Followed up with HUSD on Prop 39, finally received an offer, which we declined. After our charter renewal was approved, we started again researching a long-term facility by contacting several Charter School developers.

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

It is disappointing to not obtain a longer term lease with the YMCA, as well as no possibility for additional classroom space. In addition, the YMCA notified the school that it might be selling the property before the 2019-2020 school year and could not guarantee another lease renewal past 2018-2019. Prop 39 is not an option either.

So this goal is becoming a pressing issue to find a permanent facility for our 200+ students. Based on the several Charter School developers contacted, one partner will be identified to work with during 2018-2019 and make progress towards a solution.

- 78% indicated that the school provides a safe school facility, a decrease of 3% (from 81% to 78%) compared to last year. When looking only at the staff survey, it represents an increase of 8% (from 80% to 88%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change for the cost of the 2017-2018 lease. But had unplanned expenses to cover lawyer's expenses regarding Prop 39 with HUSD.

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.

With over 200 students and no additional classroom space available, the Facility Committee has started the process to find a long-term and permanent facility.

- Pursue relationship with a Charter School developer.
- Research facilities to buy (including our current campus at the YMCA).
- Continue to submit Prop 39.

Annual Update – Goals to Improve Conditions of Learning

LCAP Year Reviewed: 2017-18

Goal 1.3

Goal 1.3 - 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 Priorities: #4

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
<u>Graduation Rate</u> : 100%	<u>Graduation Rate</u> : 100% for Cohort of 2018 (27 graduating students)
<u>College Acceptance Rate</u> : 100%	<u>College Acceptance Rate</u> : 100%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>College Counselor</u> : Continue to hire a full-time Spanish speaking College Counselor.	College Counselor (Montessori and California credentialed full-time Spanish speaking) continued to work with all students during 2017-2018. She has been promoted to Vice Principal for 2018-2019. A new bilingual college counselor was hired for 2018-	\$79,000 + benefits	\$79,000 + benefits

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

2019. She will start her Montessori training in Summer 2019.

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 years university program. Meet with each family for their 2nd semester conference to provide information on the college application process.
- Seniors: During the 1st quarter senior thesis class, work with each student to identify at least 3 4-years colleges ("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:** 82% of surveys (parents and students combined) thought that Silver Oak provided a college preparatory education. This is a decrease of 4% (from 86% to 82%) compared to last year. When looking only at the parents' surveys, it represents a decrease of 9% (from 90% to 81%). If you consider only the student survey, it is a decrease of 3% (from 86% to 83%). The "college prep" question was worded differently this year to ask the stakeholders if they thought that Silver Oak prepares students to succeed in college level courses. Last year's question asked if stakeholders thought that Silver Oak offered a College Prep curriculum.
- **College readiness:** As all students are required to enroll in challenging courses for career and college preparation, this question was eliminated and replaced with questions pertaining to the rigor of individual classes (see Course Access below).

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.

Work with junior and senior families to assist them in understanding the importance of the CAASPP and SAT scores in California's EAP College Readiness program.

It seems this goal is becoming a duplicate of goal 2.3 and will be combined next year.

Annual Update – Goals to Improve Conditions of Learning

LCAP Year Reviewed: 2017–18

Goal 1.4

Goal 1.4 - STEAM & Interdisciplinary courses

Provide more electives choices.

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

State and/or Local Priorities addressed by this goal:

State Priorities: #7

Local Priorities:

Annual Measureable Outcomes

Expected

Number of intercession course choices and electives:

- 9 electives /semester + 12 intercession courses

Actual

Number of intercession course choices and electives:

- 12 electives / semester. Business Entrepreneurship, SAT Math Preparation, Postcolonial studies, Culture of Travel, Leadership, Model UN, Music Theory, Science Fiction Cinema in a “Post Human Age”, Mythology, Intro to Culinary Arts, Sports Journalism, Speech and Debate, Peace education, Media Literacy, Health Fitness & Nutrition. As STEAM related, Biotechnology, Designer’s Space, Art & Design Studio, and Botany & Forensic Science.

- 11 intercession courses: Astronomy, San Francisco exploration, Basketballogy, Bay Area History, Outdoor experience, Team Building, Partnership with animals, Food for Thought.

Offered more authentic STEAM electives and intersessions. Increased opportunities for interdisciplinary work.

STEAM Professional Development: None

STEAM Professional Development: None

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Electives/Intercession: Decide which new electives and intercession classes to add.	All full-time teaching faculty offered electives each semester. All full-time faculty, including three administrators, offered Intercession classes.	\$1,500 for electives. \$7,000 for classroom materials. \$0 for intercession.	\$500 for electives. \$5,500 for classroom materials. \$1,260 for intercessions (Aug & March), not covered by students participation.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
STEAM Professional Development: None	None during 2017-2018.	\$0	\$0

Analysis

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

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

Electives offerings change every semester, to keep the choices attractive and varied for the students, except for Business Entrepreneurship, which is always available with priority for Juniors. Teachers propose electives based on their specialties, including some Physical Education options. Elective are taught on Wednesdays 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 assist student in applying 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 different ways.

The survey shows the following:

- **Electives:** 83% were satisfied with the electives provided (no change).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Teachers spent less on electives than budgeted (\$500 out of \$1,500). Some materials and supplies were purchased as part of the regular classes (used \$5,500 out of \$7,000), 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 2018-2019, organize electives with STEAM and Practical Life emphasis.

Annual Update – Goals to Improve Conditions of Learning

LCAP Year Reviewed: 2017–18

Goal 1.5

Goal 1.5 - Physical Education and Athletic Program

Have a full developed athletic program.
=> Emphasize on Physical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: #7

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Number of Sport Teams: 4

Number of Sport Teams: 4 (Girls Volleyball, Boys & Girls Soccer, Boys Basketball).

PE offered: as elective all year, and after school for 2nd semester

PE offered: As elective all year, and after school for 2nd semester

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

- The Athletic director registered with BACSAC (Bay Area Charter Schools Athletic Conference) and applied to participate in four sports (Girls Volleyball, Boys & Girls Soccer, and Boys Basketball).

\$15,400, as follow:
- \$2,700 BACSAC membership
- \$2,600 for each sport (*4, but got credit for last year

\$24,200, as follow:
- \$2.8k BACSAC membership
- \$2,800 for soccer teams (*2)
- \$2,600 for each other sport

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	- The Athletic director hired the coaches needed for the different sport teams.	2016-2017 when Spring baseball was cancelled). - \$1,500 stipend per coach (*3, and Athletic Director will coach the 4 th team). - \$100 /coach for BACSAC certification.	(*2) (but got credit for last year when baseball was cancelled) - \$1,500 stipend/coach (*4) - \$7,200 Athletic director salary/stipend (6 hours / week).

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PE: Provide different PE electives and after-school offerings.	- She also coordinates PE activities offered during the elective schedule and after school. Yoga after school (second semester) for the students not on Sports teams, and an elective (conditioning, hiking) during the elective schedule.	\$0, as Athletic Director will do PE after school.	\$3,260 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.

The Athletic director oversees 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, during the school day, is a great addition and helps students get their 2 years of required PE credit.

Survey satisfaction percentage as followed:

- **Physical Education:** 79% were satisfied with progress in Physical Education (+7%, from 72% to 79%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase of expenditures as the Athletic Director didn't coach a sport team, nor did PE after school; and her salary was not known yet.

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.

This goal for Physical Education and Athletic Program has been fully developed. It is an integral part of the school operational budget, and won't be tracked anymore as a LCAP goal next year.

Annual Update – Goals to Improve Conditions of Learning

LCAP Year Reviewed: 2017–18

Goal 1.6

Goal 1.6 - Special Ed and Mental Health

Be able to service all IEP and also 504 students.

State and/or Local Priorities addressed by this goal:

State Priorities: #1

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Number of Special Ed Staff:

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

Number of Special Ed Staff:

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

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Hiring: Hire staff as needed.

The Special Ed coordinator continued her work. A part-time (20 hours / week) assistant was hired. Contracted Mental Health Services for 1 day / week.

\$89,400:
\$62k + benefits: coordinator
\$14.4k + benefits: assistant
\$13k: for Mental Health

\$85,690:
\$62k + benefits: coordinator
\$14.4k + benefits: assistant
\$9,290: for Mental Health

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 Special Ed coordinator goes through all the IEPs and schedules meeting with families. She coordinates resources listed in the IEP (like speech therapy, or mental health services). She also works one on one with the students helping them understand their study guide. And she will schedule new assessment for students who may need it, as well as tri-annual review. However, each year the number of Special Ed students increases. The 1st year, they represented 6.7% of all students, but in 2017-2018, it reached 13.6%. And this doesn't include an additional 6.5% of students who have 504 plans, and are handled by the Principal.

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

Having the part-time assistant was a much needed resource and she also worked one on one with students.
- **Special Ed:** 77% mentioned that students who need Special Education services are provided necessary support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some decrease compared to the budgeted expenses for Mental Health services.

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.

As the number of Special Ed and 504 students continue to increase, a full-time Special Ed teacher will be hired (instead of the part-time assistant) to assist the Special Ed coordinator. The weekly mental health services provided to Special Ed students are beneficial, so those services will be extended to additional students using operational funding, by adding 2 extra days.

Annual Update – Goals to Improve Conditions of Learning

LCAP Year Reviewed: 2017–18

Goal 1.7

Goal 1.7 - Foreign Languages

Adapt Spanish curriculum and way of teaching, to accommodate non-native and native speakers. Each year, the survey shows dissatisfaction from families (whoever is the teacher).

State and/or Local Priorities addressed by this goal:

State Priorities: #2

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Benchmark assessment tests:

Test Jan 2018 to determine baseline. Test again at the end of the semester.

Benchmark assessment tests:

Students tested first in Jan 2018 to set the baseline, and also at the end of the year.

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Benchmark: Benchmark assessment designed.

Benchmark assessment created for Spanish level I, II, and III.

\$0

\$0

Analysis

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

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

Two foreign languages are being offered to the students, Spanish and Chinese/Mandarin. Most of the students chose Spanish, as the percentage of Hispanic students is high, 56%. There are different levels, Spanish I to V, from beginner to more advanced level. Many students are fluent in speaking, but not in writing. So it was important to provide a structure to evaluate the students and see how they are progressing. The implementation of benchmarks helps defined the skills and knowledge to be mastered at the end of each level. Curriculum was also re-written to provide two sets of study guides (for non-native speakers and native speakers).

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

Creating those benchmarks, for Spanish level I to III, has helped put in place the framework and methodology needed to have an effective program for both non-native and native speakers. They will continue to be used next year to provide adapted study guides.

- **Foreign Languages:** 73.6% of parents reported being satisfied in Foreign Languages (+29.6% from 44% to 76.6%).

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 2018-19, the work done this year will be leveraged to also create similar benchmarks for Spanish level IV and V.

This goal for Foreign Languages has been fully developed. Spanish is an integral part of the curriculum, with assessments based on levels, and won't be tracked anymore as a LCAP goal next year.

Annual Update - Improve Pupil Outcomes

LCAP Year Reviewed: 2017–18

Goal 2.1

Goal 2.1 - Student Proficiency:

Proficiency in English, Math and Science. Calculation based on different criteria (grades, CASPP and PSAT/SAT).
=> Students need to acquire grade level proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: #4

Local Priorities:

Annual Measureable Outcomes

Expected

Proficiency in Math/ELA/Science, based on Student grades: 80%

Actual

Proficiency in Math/ELA/Science, based on Student grades:

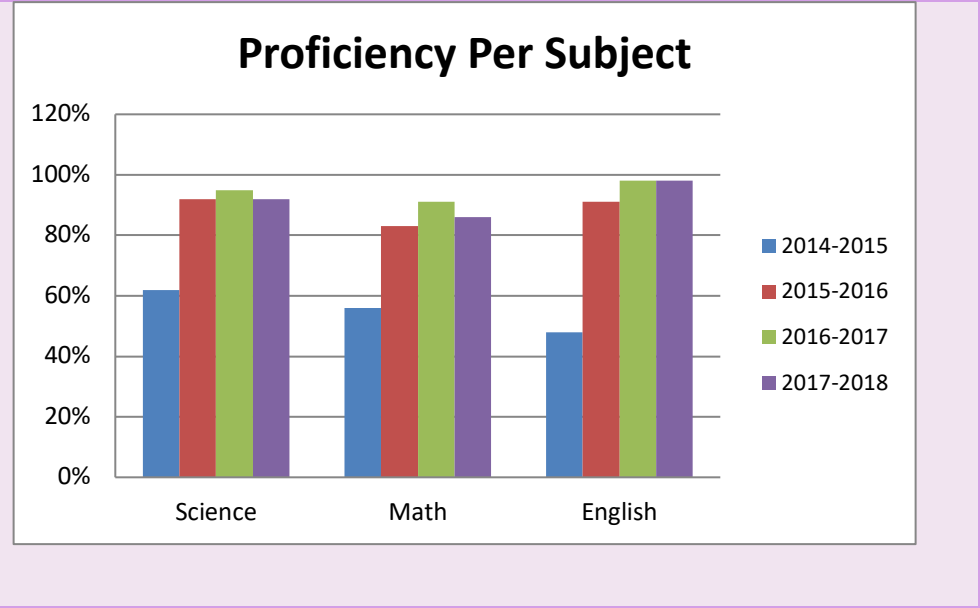
- Science: 92% (Freshmen 92%, Sophomores 95%, Juniors 81%, Seniors 100%),
- Math: 86% (Freshmen 76%, Sophomores 85%, Juniors 88%, seniors 96%)
- English 98% (Freshmen 94%, Sophomores 100%, Juniors 98%, Seniors 100%)

Proficiency	2014-2015	2015-2016	2016-2017	2017-2018
Science	62%	92%	95%	92%
Math	56%	83%	91%	86%
English	48%	91%	98%	98%

Proficiency is calculated based on students' grades. Some decrease noticed in Math for all grades. Need to continue the after-school tutoring and the summer credit recovery programs as they are beneficial. All percentages are above the expected goal of 80% (except Math for 9th grade with 76%).

Expected

Actual



Proficiency in Math/ELA, based on CAASPP/SBAC:

- 70% “exceed/met” in English
- 55% “exceed/met” in Math

Proficiency based on CAASPP/SBAC: Juniors took the test in Math and English.

- In ELA, 51% “Met/Exceed” standard in 2017-2018 (compared to 68% in 2016-2017); percentage of “Not Met” students increased from 18% to 33%.
- In Math, 11% “Met/Exceed” standard in 2017-2018 (compared to 21% in 2016-2017); percentage of “Not Met” students increased from 47% to 63%.

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%
2017-2018 (35 tested)	51%	15%	33%

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%
2017-2018 (35 tested)	11%	26%	63%

Expected

Actual

Goals are not met neither for ELA nor Math.

Proficiency In Math/ELA, based on PSAT/SAT:

SAT: 65% “met” in English

SAT: 50% “met” in Math

Proficiency In Math/ELA, based on PSAT/SAT: Since 2015-2016, we started testing students for PSAT in 9th and 10th grades.

	Reading-Writing		Math	
	Met	Met & Nearly Met	Met	Nearly Met
Cohort 2018 PSAT/SAT				
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	
	Met	Met & Nearly Met	Met	Nearly Met
Cohort 2019 PSAT				
2015-2016 9th (54 tested)	43%	44%	17%	37%
2016-2017 10th (54 tested)	43%	55%	22%	63%
2017-2018 11th (50 tested)	42%	62%	16%	58%

	Reading-Writing		Math	
	Met	Met & Nearly Met	Met	Nearly Met
Cohort 2020 PSAT				

Expected

Actual

	2016-2017 9th (57 tested)	46%	49%	19%	33%	
	2017-2018 10th (44 tested)	57%	64%	23%	57%	
			Reading-Writing		Math	
	Cohort 2021 PSAT/SAT		Met	Met & Nearly Met	Met	Met & Nearly Met
	PSAT 2017-2018 9th (59 tested)	42%	51%	20%	44%	

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - As mentioned, 10 teachers have completed their Montessori training or are in-training. Those teachers newly hired for the 2017-2018 school year will commence their Montessori Secondary I/II training in Summer 2019, together with those hired for the 2018-2019 school year. - After school tutoring was successfully implemented two days per week in each subject matter. Summer credit recovery classes in math, English, social studies and science were held in Summer 2017 and planned for Summer 2018. - Hired a reading specialist and use reading software (Achieve 3000) for every student. - Added mandatory integrated Math elective for students missing the basic understanding. - Practice test taking on the computer. 	<p>\$87,500, as follow:</p> <ul style="list-style-type: none"> - Reading Specialist: \$33,500 - Math Remediation: \$48,000 - Credit Recovery: \$6,000 	<p>\$88,907, as follow:</p> <ul style="list-style-type: none"> - Reading Specialist: \$33,754 - Math Remediation: \$48,000 - Credit Recovery: \$6,700 - Reading Software: \$0 (grant) and \$453 for training

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 evaluate student proficiency in different way, as well as provide additional support to students. Different ways have been implemented to provide extra 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. The goal for measuring students' proficiency, based on grades, is to increase the percentage of students' proficient by 5% each year. Started in 2014-2015 with 65% and now the goal was 80% in 2017-2018. However Mathematic concepts still need to reinforced.

- Regarding CAASPP results, goals are not met neither for ELA nor Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No major 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.

The school will continue to implement extra support. For 2017-2018, no credit recovery was offered after school, only in summer (June/July). The students may take advantage of tutoring after school 4 days a week. Students who receive NC first and/or third quarters in any core subject course are required to attend after school tutoring in that subject two days per week. Major funding was allocated toward improving the student proficiency and test scores.

Starting with the 2017-2018 school year a Reading Specialist was hired, and Achieve 3000 software, for every student, including teacher training, was procured. In addition, a 3rd Math teacher was contracted, and an Integrated Math elective, for all students scoring below Algebra I in the 9th grade Math Placement test, was designed and implemented. Students did daily standardized, computerized warm-ups to practice their skills and improve their Smarter Balanced test scores.

Annual Update - Improve Pupil Outcomes

LCAP Year Reviewed: 2017–18

Goal 2.2

Goal 2.2 - ELL Students Proficiency

Proficiency in English for students identified as English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: #4

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

ELL progressing to the next level: 20

ELL progressing to the next level: N/A

ELL reclassified: 2

ELL reclassified: 14

14 students out of 22 have been reclassified (64%).

Actions / Services

Action 1

Planned
Actions/Services

- 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

Actual
Actions/Services

- As mentioned, Houston Montessori Center Staff returned to complete the third and final summer of the training for the current cohort. Seven teachers completed the training. Now 10 teachers have completed their Montessori training or are in-

Budgeted
Expenditures

No extra stipend for CELTD coordinator

Estimated Actual
Expenditures

\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students - Monitoring reclassified students for at least two years.	training. - The Dean of students monitored the ELL students.		

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 ELL students, the Reading Specialist and 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.

In 2017-2018, only 11% of students were designated as ELL (22 students), while we have 56% of Hispanic students enrolled in the school. Fourteen students were reclassified. Even though students' CELDT/ELPAC results show progress, students who reached proficiency do not have the deeper comprehension of English needed to reach mastery or pass the SBAC or PSAT benchmarks in English.

- **English Language Learner support:** 45% agreed that the school provides additional individualized support to students identified as English Learners, the same as last year. And 54.5% answered as N/A, compared to 45% 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.

Starting with the 2017-2018 school year a Reading Specialist was hired, and Achieve 3000 software, for every student, including teacher training, was procured.

Annual Update - Improve Pupil Outcomes

LCAP Year Reviewed: 2017–18

Goal 2.3

Goal 2.3 - Graduation rate & College Acceptancy Tracking

State and/or Local Priorities addressed by this goal:

State Priorities: #4
Local Priorities:

Annual Measureable Outcomes

Expected	Actual
<u>Graduation rate</u> : 100%	<u>Graduation rate</u> : 100% for Cohort of 2018 (27 graduating students)
<u>College acceptance</u> : 100%	<u>College acceptance</u> : 100%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> - Continue to train teachers to reinforce mastery concept and individualized learning to help students develop deeper understanding, and to increase student proficiency and graduation rate. - College Counselor to guide students toward adequate and best suited placement in college. 	<ul style="list-style-type: none"> - Having Montessori trained teachers has improved proficiency and test scores and maintained 100% graduation rate. - The College Counselor has provided continuous, individual guidance to each student throughout junior and senior years. 	No extra expenses	\$0.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Expand curriculum for each four grades (9-12).

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 (such as individualized learning) for students to reach mastery and proficiency levels. Then student's grades will rise, facilitating their graduation. Having a full-time College Counselor is a requirement. An added benefit to work more in-depth with the freshmen and sophomores, not just with the juniors and seniors.

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 Counseling curriculum was expanded, with College Preparation activities (from the College Board) adapted to each of the four grades (9th – 12th). The College Counselor taught the Juniors; the lower grades were taught by each advisor (during an hour-long class on Wednesdays). The seniors were taught by the College Counselor during the first quarter of their Senior Thesis class. In 2018, it is our 3rd cohort of graduates; this goal will be expanded to start tracking college completion.

It seems this goal is becoming of duplicate of goal 1.3 and can be combined next year.

Annual Update - Improve Pupil Outcomes

LCAP Year Reviewed: 2017–18

Goal 2.4

Goal 2.4 - School wide learner outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: #8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

School Wide Learners Outcome Assessment: 85%

School wide learner outcomes:

85% of students developed those outcomes based on teachers' assessments.

79% of students developed those outcomes based on survey (+2%).

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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.

Teachers, in their own subjects, 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

No extra expenses

\$0.

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

how much the students had developed those
outcomes this past year.

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 to academic results. That's why the faculty developed this list of 21st century skills to master. Each teacher assesses those skills throughout the school year. The overview of mastery for those outcomes is done at the end of each school 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 then at 80% in 2016-2017. Now we are at 85% for 2017-2018.

- *School wide learner outcomes:*

Technology, Information and Communication Literacy: 84.5% (+2.5%, from 82% to 84.5%),

Critical Thinking and Problem Solving: 86% (no change),

Effective Oral and Written Communication: 77% (+4%, from 73% to 77%),

Curiosity and Imagination: 80% (+3% from 77% to 80%),

Collaboration Across Networks and Global awareness: 71.5% (+3.5 from 68% to 71.5%),

Initiative and Entrepreneurialism: 72.5% (-1.5%, from 74% to 72.5%),

Mastery, Agility and Adaptability: 79.5% (-1.5%, from 81% to 79.5%),

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, ***Initiative and Entrepreneurialism*** and ***Collaboration Across Networks and Global awareness*** outcomes need improvement.

Annual Update - Improve Engagement

LCAP Year Reviewed: 2017–18

Goal 3.1

Goal 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 Priorities: #5

Local Priorities:

Annual Measureable Outcomes

Expected

Attendance rate: 96%

Absences 20+ days: 9%

Actual

Attendance rate: 95.34% annual (186.38).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Annual ADA	93.50%	94.32%	95.01%	95.45%	95.34%

Absences 20+ days:

8.6% (17 students) of all 198 students have been absent 20 days+ this year. (485 days (29%) out of 1,671 days for all students). That includes 39 absences (2.3%) due to suspensions.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students Abs 20 days+	18%	12%	11%	9.6%	8.6%

Expected

Actual

	Days students Abs 20 days+	45%	38%	35%	31.5%	29%
	Days students Abs due to suspensions			4.6%	3.5%	2.3%

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- **Attendance calls:** Continue to call families as soon as students are absent.
- **Suspensions:** Reduce suspension rate (with help of Dean of students)

- Advisory teachers, Head of School, the Dean of Students and the Academic Dean (College Counselor) continue to emphasize how important it is for the students to attend school every day and to be on time. It will be communicated to families at Orientation Meetings and semester Family Conferences. Attendance Coordinator calls families each day to verify the absences and/or tardies. The Dean of Students and Academic Dean follows-up directly with those students who have repeated absences. In addition, there will be special family conferences scheduled for students with repeated absences and/or tardies.

- In addition The Family Handbook includes an academic policy pertaining to absences. If a student misses more than 20% of the required 64 hours for each semester-long core subject class, he/she will not receive academic credit for that class.

Attendance stipend: \$2,000

Total: \$12,762
Attendance stipend: \$900
Salary: \$11,862

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, the Attendance coordinator (instead of the office manager) has the responsibility to call families each morning and to be on top of each absence, which results in some improvement. 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 to be 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 changed one policy. Students missing 20% of any subject (which consists of 64 hours) will receive no credit in that subject. This change was presented at both the Orientation Meeting and the Back-To-School Nights in August and September 2017. The policy was incorporated in the 2017-2018 Family Handbook.

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

We continue to notice some improvement in daily attendance, especially less students absent 20+ days. In addition, we see that the number of suspensions is still decreasing. The school continues to work on improving this percentage, being proactive regarding behavior issues. The Dean of students is working with all teachers to reinforce the concept in the classroom.

- **Attendance:** 95% understood that daily attendance is important for both student academic and school financial. Same as last year.

- **Intersession attendance:** 83% of students valued the intersession activities and considered them as intricate parts of the curriculum. This is a decrease of 6% (from 89% to 83%) compared to last year. 80% of parents value intersessions as part of the curriculum, an increase of 1% from last year.

- **Absences:** 74% of parents said that they are contacted for repeat occurrences of missed attendance, increase of 4% (from 70% to 74%). And 26% answered as N/A (compared to 25% last year).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Attendance Coordinator was switched to another staff member and attendance responsibility was part of her salary, not a separate stipend.

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. Continue to have a part-time Attendance Coordinator.

Annual Update - Improve Engagement

LCAP Year Reviewed: 2017–18

Goal 3.2

Goal 3.2 - Safe Climate & Emergency Preparedness

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

State and/or Local Priorities addressed by this goal:

State Priorities: #6

Local Priorities:

Annual Measureable Outcomes

Expected

Comprehensive Safety Plan Goals: Refer to the 2017-2018 Comprehensive Plan.

Actual

Comprehensive Safety Plan Goals:

Here's the list of goals listed in the 2017-2018 Comprehensive Safety Plan.

Part I – School Climate Goals	Part II – Physical Environment & Emergency Preparedness Goals
Attendance & Positive classroom management	Crisis Management Plan
Grace & Courtesy	Classroom Security
Social Inclusion	Cleaning procedures
Respect for the environment	Overall facility safety

Progress has been made in all those areas and documented in the 2018-2019 Comprehensive Plan.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safety Comprehensive Plan: Execute actions listed in the Safety Comprehensive Plan.</p>	<ul style="list-style-type: none"> - The comprehensive safety team continues to set goals and write / update annually the Comprehensive Safety Plan. - Team building: Ropes Course scheduled first week of school for 9th grade. - Conflict resolution: on-going and emphasized by trained Montessori teachers to develop a safer climate. This is reinforced by the Dean of students. - Presented "Social Inclusion" Policy and Conduct Policies to new families at Orientation Night in August. - Grace and Courtesy: on-going and emphasized by trained Montessori teachers. - HPD presented cyber-bullying information to full student community in September - Share911 fully implement with HPD 	<p>No extra expenses</p>	<p>Share911: \$600</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.

The goal is to build an inclusive and respectful community. The Comprehensive Safety Plan guides 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 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:** 78% indicated that the school provides a safe school facility, a decrease of 4% (from 82% to 78%) compared to last year. When looking only at the staff surveys, it represents an increase of 7.6% (from 80% to 87.6%).
- **Orderly environment:** 80% said that Silver Oak provides an orderly classroom environment (+8%, from 72% to 80%). Students reported 79% (+7%, from 72% to 79%).
- **Student acceptance:** 87.5% said students feel accepted and supported by the school community (+4.5%, from 83% to 87.5%).
- **Respect:** 94% said Gender, racial, ethnic, cultural background are respected (+10%, from 84% to 94%). Students reported 91% (+8%, from 83% to 91%). Parents indicated 91% (-4%, from 95% to 91%).
- **Social inclusion:** 87.5% said students feel accepted and supported by the school community (+5.5%, from 82% to 87.5%).
- **Staff support:** 87% thought that staff supports students through advisories, individual work time and family conferences (+7%, from 85% to 87%).
- **Language & bullying:** 70% of students agreed that rude language and bullying are not tolerated on campus (+11%, from 59% to 70%).
- **Ask an adult:** 87% thought that staff supports students through advisories, individual work time and family conferences (+18%, from 69% to 87%). 87.4% thought that staff supports students through advisories, individual work time and family conferences (+7.4%, from 85% to 87.4%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Dues to Share911 need to be added annually.

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 was revised in 2017. It remains the same for the 2018-2019 school year. These are the four climate safety goals that have been identified:

1. Positive classroom management techniques: frequent visits and observations by Dean of Students.
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. Student Action Committee, 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 that there are fewer incidences of vandalism.

Annual Update - Improve Engagement

LCAP Year Reviewed: 2017–18

Goal 3.3

Goal 3.3 - Parent Engagement (Involvement & Volunteerism)

Parents to understand that they are an important partner in their student’s education.
=> Parent involvement to promote student success and a culture of volunteerism.

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #4, #5

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Percentage of parents coming to Family conferences: 100%

Percentage of parents coming to Family conferences: 98%

Percentage of parents coming to monthly Head of School Coffee: 5%

Percentage of parents coming to monthly Head of School Coffee: 3%

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Parent Involvement:

- Conferences: Schedule family’s conferences.
- Education: Research topics for parent education.
- Communication: Draft regular communication

- Conferences: Scheduled mandatory bi-annual 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

\$300 for Monthly coffee

\$160

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>emails/letters. Translate them in Spanish.</p> <p>- <u>PowerSchool</u>: Train parents in using PowerSchool.</p>	<p>start preparing for their Senior year and application to college.</p> <p>- <u>Education</u>: Teachers organized again a Back to School night 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.</p> <p>- <u>Communication</u>: Emailed and texted (via ParentSquare) regular communication emails/letters and translated them into Spanish. Also continued monthly newsletter from the Head of School.</p> <p>- <u>PowerSchool</u>: Parents and students continue to use PowerSchool to keep up to date on their student grades and assignments.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Parent Volunteerism</u>: Be part of Parent Organization and Board Committees to help organize school events, fundraising activities and outreach. Be a mentor to a new enrolled family.</p> <p>- <u>Work days</u>: to clean the classrooms and school grounds.</p> <p>- <u>Driving/Chaperoning</u>: Drive for Sports Events.</p> <p>- <u>Committees</u>: Form Committees to help with school events and fundraising activities, as well as Safety Comprehensive team.</p>	<p>- <u>Parent Organization</u>: Put together a parent organization, with regularly scheduled meetings to improve parent involvement and volunteerism. English and Spanish speaker leaders. All communications are bilingual. Has welcome table at Registration Day</p> <p>- <u>Work days</u>: 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.</p> <p>- <u>Driving/Chaperoning</u>: Parents drive for sport</p>	\$0	\$0

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

games, as well as chaperone/assist during school events (dances/fundraisers) Intersession field trips.

- Committees: Formed Committees and organized annual auction dinner. Parents also helped students with La Posada celebration, Winter Ball and Movie Night.

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.

Working towards developing more parent involvement, with the official Parent Organization. The School and the Parent Organization reach 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.

Parents are very involved supporting their students (Power School grades, and teacher conferences). Response to intervention is 100%, when parents are asked to come to the school and talk about their students.

Also seeing increased involvement from parents, in supporting school events, due to the creation of the Parent Organization. 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 provide assistance.

- **Back to School Night**: 81% of parents said that they benefited from this event, a decrease of 5% (from 86% to 81%) compared to last year. Only 9.7% answered N/A this year, compared to 10% answering N/A last year.

- **Feeling Welcome**: 97% of parents felt welcome when at school, an increase of 7% from (90% to 97%) compared to last year.

- **Access to Power School:** 84% of parents said that they are using PowerSchool, which is similar to last year (no change). 35% would like to have training on how to use Power School efficiently (compared to 50% last year). Students report that 68% of their parents are using Power School (compared to 29% last year).
- **Parent Communication:** 99% of parents received regular communication to keep them informed of the different activities. That is an increase of 13% (from 86% to 99%) compared to last year. We started sending communication through text messages in addition to emails.
- **Parent Feedback:** 55% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and monthly parent education meetings). This is a decrease of 31% (from 86% to 55%) compared to last year. There is a true disconnect here as 92.9% of the Staff 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). The School needs to find out why parents perceive that there are not enough channels.
- **Spanish Communication:** 100% acknowledged that Silver Oak emphasizes Spanish communication. Same as last year.
- **Parents viewed as partners:** 87% thought that Silver Oak sees parents as important partners in their student's education. Increase of 5% (from 82% to 87%) compared from last year. 82% of students also see their parents as partners in their education, same as last year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No major 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.

- Continue to present mandatory Orientation Night for new families and Back-to-School Night for all families.
- Continue to use ParentSquare software for all communication (emails, texts, and conference signups).
- Further develop the Parent Organization to support the school and parent education (especially how to use PowerSchool and ParentSquare).

Annual Update - Improve Engagement

LCAP Year Reviewed: 2017–18

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

Goal 3.4 - Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: #3

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Number of students on the waitlist: after the Lottery: 20, when school starts: 0

Number of students on the waitlist: after the Lottery: 24, when school starts: 0

Percentage of Montessori students: 20%

Percentage of Montessori students: 15%

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Development director: to be hired.

Development director was hired and created a marketing plan. Admission policy was updated as part of the charter renewal to give priority to HUSD

Salary: \$67,000

Salary: \$67,000

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

students with Montessori experience.

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 Development director created a Marketing Plan (including School web site, social media campaign, and advertising strategy) with the goal to enhance our enrollment numbers, as well as increase visibility in the community, and develop community partnerships. Also participated to the Hayward Street Fair event in July.

In addition, give preference, in the lottery, to HUSD students with Montessori experience.

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

New look for the school web site, easier to find the information. The Development director also reached out to community businesses, and many offered internships for the senior students.

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.

Need to continue to increase visibility in the community. Several marketing strategies were researched, but they require funding to be allocated, so will need to develop criteria to choose the best marketing campaign.

Stakeholder Engagement

LCAP Year: 2018-2019

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 develop a special relationship. Students are able to bring feedback/issues to their advisors.
- Students were also very involved in the semester family conferences, as they lead the conferences, showing their work as well as outlining their strengths and goals, in order to progress. At that meeting, they can also provide their advisor and parents whatever feedback may help them improve.
- All feedback is reported to the Head of School and Academic Dean, by the advisors, specifically on how the school can improve the student's learning process. That information is 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. 145 students, out of 195 enrolled students, returned the survey.

Parents/Families:

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

As in previous years, 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 lets them provide suggestions/comments throughout the year, and principally at the end of the year):

- Held four informational meetings for prospective parents (from Oct to Feb) where the Head of School described the philosophy of the school for prospective parents to understand...
 - How Montessori education is different from the traditional model;
 - Why the teachers are required to have additional credentials,
 - Why the school has intersessions and field trips.

One bilingual member of the staff is always present to translate in Spanish. By educating them, the parents understand the school and its education model before applying for enrollment, as well as better understand if the school is a match for their 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 is scheduled at the beginning of the school year in order for the student to set goals for the upcoming year. Students keep the same advisor each year.
- A New Student Orientation Night and “Back to School Night” are scheduled to involve families in the Montessori aspect of their students’ education and to answer questions. Parents are able to see how Montessori secondary education is delivered (Socratic seminars, small group lessons, and individual work).
- Regular announcements via ParentSquare texting and newsletters (in English and Spanish) are sent to families to keep them updated of the different student activities that are planned.
- Parents have access to PowerSchool to track their student’s grades, assignment deadlines and attendance.
- Monthly “Coffee with the Head of School” are offered 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 10th 2018 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 the parents to provide feedback and be part of this LCAP process.
- Prior to the meeting, a survey (in English and Spanish) was distributed via Google Survey link on ParentSquare and also emailed/mailed to the families.
- Surveys are collected and analyzed. All comments are read. Sometimes, follow up meetings are scheduled if the family requests one in the survey and indicates 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 a one-on-one meeting with the Head of School. One of the staff is part of the Finance Committee meeting, and we 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 feedback in all areas. We continue to maintain the Spanish translation for the parent survey version.

Results of the survey:

- A total of 193 surveys (compared to 196 surveys last year) have been received. We received approximately the same number of surveys back from parents/teachers (48 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:** 82% of surveys (parents and students combined) thought that Silver Oak provided a college preparatory education. This is a decrease of 4% (from 86% to 82%) compared to last year. When looking only at the parents' surveys, it represents a decrease of 9% (from 90% to 81%). If you consider only the student survey, it is a decrease of 3% (from 86% to 83%). The "college prep" question was worded differently this year to ask the stakeholders if they thought that Silver Oak prepares students to succeed in college level courses. Last year's question asked if stakeholders thought that Silver Oak offered a College Prep curriculum.

- **Individualized learning:** 78% agreed (or strongly agreed) that Silver Oak provides individualized mastery learning. This is a decrease of 2% (from 80% to 78%) compared to last year. Again, this question was worded differently this year to ask the stakeholders if they thought that at Silver Oak learning is adapted to meet each individual student's ability level and learning style.

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.

- **Highly qualify teachers:** 79% think that the teachers are highly qualified to teach classes in their subject areas. This is an increase of 13% (from 66% to 79%) compared to last year. As in the past the students have been harsher than the parents, but they indicated 73%, an increase of 9% (from 64% to 73%).

- **Safe and clean facility:** 78% indicated that the school provides a safe school facility, a decrease of 3% (from 81% to 78%) compared to last year. When looking only at the staff surveys, it represents an increase of 7.6% (from 80% to 87.6%)

And 79% described that the facility, classroom environment and grounds feel clean, increase of 27% (from 52% to 79%) compared to last year. The students' input is 79%, an increase of 9% (from 50% to 79%) that the facility feels clean.

2. Implementation of Common Core State Standards:

- **Common Core (Math & English):** This question was not addressed in this past year's LCAP, as both parents and students stated that they did not understand Common Core implementation and, therefore, did not feel they could answer the question fully or properly. Because of this the School plans to conduct both student and parent education, during the upcoming school year, to better inform the entire community of the Common Core standards and their implementation at Silver Oak. Then, in the 2018-2019 LCAP, the question will be reinserted.

- **Montessori curriculum, exceeding A-G requirements:** This year both parents and students stated that they did not understand either the Montessori curriculum or the A-G requirements and, therefore, did not feel they could answer the question fully or properly. This question was worded differently this year to ask the stakeholders only if they thought that Silver Oak provides curriculum exceeds college entrance course requirements.

Because of this the School plans to conduct both student and parent education, during the upcoming school year, to better inform the entire community of both the Montessori curriculum and the A-G requirements. Then, in the 2018-2019 LCAP, the question will be reworded and reinserted.

78% agreed or strongly agreed. This is a decrease of 14% (from 92% to 78%) compared to last year.

- **English Language Learner support:** 45% agreed that the school provides additional individualized support to students identified as English Learners, the same as last year. And 55% answered as N/A, compared to 45% last year.

3. Parent Involvement:

- **Back to School Night:** 81% of parents said that they benefited from this event, a decrease of 5% (from 86% to 81%) compared to last year. Only 9.7% answered N/A this year, compared to 10% answering N/A last year.

- **Feeling Welcome:** 97% of parents felt welcome when at school, an increase of 7% from (90% to 97%) compared to last year.
- **Access to Power School:** 84% of parents said that they are using PowerSchool, which is the same as last year (84%). 36% would like to have training on how to use Power School efficiently (50% last year). Training was conducted at a Parent Education night. Students report that 69% of their parents are using Power School (compared to 29% last year).
- **Parent Communication:** 99% of parents received regular communication to keep them informed of the different activities. That is an increase of 13% (from 86% to 99%) compared to last year. We started sending communication through text messages in addition to emails.
- **Parent Feedback:** 55% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and monthly parent education meetings). This is a decrease of 31% (from 86% to 55%) compared to last year. There is a true disconnect here as 93% of the Staff agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and monthly parent education meetings). The School needs to find out why parents perceive that there are not enough channels.
- **Spanish Communication:** 100% acknowledged that Silver Oak emphasizes Spanish communication. Same as last year.
- **Parents viewed as partners:** 87% thought that Silver Oak sees parents as important partners in their student's education. Increase of 5% (from 82% to 87%) compared from last year. 82% of students also see their parents as partners in their education, same as last year.

4. Student Achievement:

- **Parental concerns:** 87% reported that concerns, regarding student's academic performance, can be easily communicated and are fully supported by the school. Increase of 5% (from 82% to 87%) compared to last year. Students' results indicate 82%, which is the same as last year.
- **Services to ELL:** 45% agreed that the school provides additional individualized support to students identified as English Learners, the same as last year. And 55% answered as N/A, compared to 42% last year.
- **Intersession:** 83% of students valued the intersession activities and considered them as intricate parts of the curriculum. This is a decrease of 6% (from 89% to 83%) compared to last year. 80% of parents value intersessions as part of the curriculum, an increase of 1% from last year.
- **Honors courses:** 100% of Parents and Staff agree that Sophomores, Juniors and Seniors are provided with Honors courses. Same as last year. Students replied 86%, a decrease of 14% (from 100% to 86%).
- **College readiness:** As all students are required to enroll in challenging courses for career and college preparation, this question was eliminated and replaced with questions pertaining to the rigor of individual classes (see Course Access below).

5. Student Engagement:

- **Motivation to learn:** 86% reported that students enjoy attending the School, decrease of 6% (from 92% to 86%) compared to last year. And 78% noticed that students are more motivated to learn, decrease of 11% (from 89% to 78%).
- **Attendance:** 95% understood that daily attendance is important for both student academic and school financial. Increase of 4% (from 91% to 95%).
- **Intersession attendance:** 83% of students valued the intersession activities and considered them as intricate parts of the curriculum. This is a decrease of 14% (from 97% to 83%) compared to last year. 80% of parents value intersessions as part of the curriculum, an increase of 1% from last year.
- **Absences:** 74% of parents said that they are contacted for repeat occurrences of missed attendance, increase of 4% (from 70% to 74%). And 26% answered as N/A (compared to 25% last year).

6. School Climate:

Safe school climate - 78% indicated that the school provides a safe school facility, a decrease of 4% (from 82% to 78%) compared to last year. When looking only at the staff surveys, it represents an increase of 8% (from 80% to 88%).

- **Orderly environment:** 80% said that Silver Oak provides an orderly classroom environment (+8%, from 72% to 80%). Students reported 79% (+7%, from 72% to 79%).
- **Student acceptance:** 88% said students feel accepted and supported by the school community (+5%, from 83% to 88%).
- **Respect:** 94% said Gender, racial, ethnic, cultural background are respected (+10%, from 84% to 94%). Students reported 91% (+8%, from 83% to 91%). Parents indicated 91.3% (-3.7%, from 95% to 91.3%).
- **Social inclusion:** 88% said students feel accepted and supported by the school community (+5%, from 83% to 88%).
- **Staff support:** 87% thought that staff supports students through advisories, individual work time and family conferences (+2%, from 85% to 87%).
- **Advisor:** 87% thought that staff supports students through advisories, individual work time and family conferences (+5%, from 82% to 87%).
- **Language & bullying:** 70% of students agreed that rude language and bullying are not tolerated on campus (+11% change compared to last year).
- **Ask an adult:** 87% thought that staff supports students through advisories, individual work time and family conferences (+18%, from 69% to 87%).

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

- **English:** 78.5% were satisfied with student's progress in English (+3.5%, from 75% to 78.5%),
- **Mathematics:** 80% satisfied in Mathematics (-6% from 86% to 80%).
- **Science:** 72% reported being satisfied in Science (-3%, from 75% to 72%).
- **Social Studies:** 86% reported being satisfied in Social Studies (+2%, from 84% to 86%).
- **Digital Media & Arts:** 82% reported being satisfied in Digital Media/Arts (-8%, from 90% to 82%).
- **Foreign Languages:** 74% of parents reported being satisfied in Foreign Languages (+30% from 44% to 74%).
- **Physical Education:** 79% were satisfied with progress in Physical Education (+7%, from 72% to 79%).
- **Electives:** 83% were satisfied with the electives provided (no change).
- **Self-Construction:** 77% were satisfied with progress Self-Construction classes (-2%, from 79% to 77%).
- **Philosophy/Psychology:** 88.5% were satisfied with progress in Philosophy/Psychology classes
- **Senior Thesis:** 89% were satisfied with progress in Senior Thesis classes
- **Special Ed:** 77% mentioned that students who need Special Education services are provided necessary support.

8. Student Outcomes:

- **Portfolios:** This question was not included in this year's LCAP.

- **Leadership skills:** 76% indicated that their student demonstrates leadership skills (-3%, from 79% to 76%).

- **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: 85% (+3%, from 82% to 85%),

Critical Thinking and Problem Solving: 86% (no change),

Effective Oral and Written Communication: 77% (+4%, from 73% to 77%),

Curiosity and Imagination: 80% (+3% from 77% to 80%),

Collaboration Across Networks and Global awareness: 72% (+4 from 68% to 72%),

Initiative and Entrepreneurialism: 73% (-1%, from 74% to 73%),

Mastery, Agility and Adaptability: 80% (-1%, from 81% to 80%),

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	8 (7 completing summer 2018)	8 (1 completing summer 2019)	8
Number of Montessori Credentialed Faculty	6	13	11	12
Number of not Montessori trained	1	2	8	0

Faculty				
Number of teachers in Induction program	2	2	5	9
Number of CA credentialed Faculty	4	8	8	16
Number of PIP teachers	6	7	1	0
Number of teachers in Cleared Credential	0	4	7	12

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students 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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> 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.	Montessori Secondary I and II training: One teacher will complete it by summer 2019. Seven new hires will start summer 2019. Cost may be split between 2018-2019 and 2019-2020 budgets.	Montessori Secondary I and II training: Seven teachers will commence the Montessori training summer 2019 and complete it by summer 2021.
California Credentials: Six teachers have PIP's. Starting credentialing programs Fall 2018.	California Credentials: One new teacher with PIP. Six teachers in credentialing programs.	California Credentials: Six teachers in Induction program. One teacher in credentialing program

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$12,000	Amount \$20,000	Amount TBD

Source LCFF, Title II
 Budget Reference 5210 - Cost for CA credentials

Source LCFF, Title II
 Budget Reference 5210 – Montessori and CA credentials cost

Source LCFF, Title II
 Budget Reference 5210 – Montessori and CA credentials cost

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, same space but start to plan for expansion to a new site. Working with Charter Development Company.	Build or move to expand for larger permanent campus.

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students 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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Negotiate new lease with the YMCA for 2018-2019. Submit Prop 39 to HUSD to find alternate classroom space and gym/fields.	Start to plan for expansion to a new site. Working with Charter Development Company.	Build or move to expand for larger permanent campus.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$125,932	Amount \$136,596	Amount \$155,392
Source LCFF & Facility grant	Source LCFF & Facility grant (need to reapply in spring 2018)	Source LCFF & Facility grant?
Budget Reference 5600 - YMCA Lease	Budget Reference 5600 - YMCA Lease	Budget Reference 5600 - YMCA Lease

New

Modified

Unchanged

Goal 1.3

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 intersession course choices and electives	9 electives / semester + 12 intersession courses	9 electives /semester + 12 intersession courses	9 electives /semester + 12 intersession courses	9 electives /semester + 12 intersession courses
STEAM Professional Development	None	None	1 day in-service training	1 day in-service training

PLANNED ACTIONS / SERVICES

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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Offered a variety of new electives and intersession classes.	Developing new electives and intersession classes to add.	Decide which new electives and intersession classes to add.
	Decide which STEAM Professional Development in-service training to provide.	Decide which STEAM Professional Development in-service training to provide.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,500	Amount: \$2,500	Amount: \$2,500
Source: Restricted State Lottery, LCFF	Source: Restricted State Lottery, Title II	Source: Restricted State Lottery, Title II
Budget Reference: 4315 - Materials for electives	Budget Reference: 4315 - Materials for electives	Budget Reference: 4315 - Materials for electives

5210 – Professional Development

5210 – Professional Development

New Modified Unchanged

Goal 1.4

Special Ed and Mental Health

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 director + full-time teacher + part-time Mental Health (3 days/week)	Full-time director + full-time teacher + full-time Mental Health

PLANNED ACTIONS / SERVICES

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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Hire staff as needed.	Hire staff as needed.	Hire staff as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$76,400 + \$13,000 Mental Health	Amount \$153,000 + \$30,000 Mental Health	Amount \$157,000 + \$50,000 Mental Health
Source Special Ed + Mental Health	Source Special Ed + Mental Health	Source Special Ed + Mental Health
Budget Reference 1900 Salary 2100 Salary	Budget Reference 1900 Salary	Budget Reference 1900 Salary

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	60% "exceed/met" in English 50% "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	SAT: 60% "met" in English SAT: 50% "met" in Math	

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students 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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
- Continued to implement individualized learning (as teachers get their Montessori credentials), credit recovery (in summer), and after-school tutoring. - Hired 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.	- Continue to implement individualized learning (as teachers get their Montessori credentials), credit recovery (in summer), and after-school tutoring. - Continue w/ reading specialist and use PSAT/SAT programs. - Continue integrated Math elective for students missing the basic understanding. - Practice test taking on the computer.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="Reading Specialist: \$33,500"/>	Amount <input type="text" value="Reading Specialist: \$35,620"/>	Amount <input type="text"/>

	Math Remediation: \$48,000 Credit Recovery: \$6,000		Credit Recovery: \$8,000	
Source	Title I, LCFF	Source	Title I, LCFF	Source
Budget Reference	1100 - Salaries	Budget Reference	1100 - Salaries	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	?	N/A	15	
ELL reclassified	2	14	2	

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students 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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
- Teachers enrolled in Montessori credential program, trained in using non-language-based methodologies (hands-on materials and collaborative work with peers). - Spanish teachers and Reading Specialist worked individually with ELL students - Monitored reclassified students for at least two years.	- Teachers having completed Montessori credential program, now trained in using non-language-based methodologies (hands-on materials and collaborative work with peers). - Spanish teachers and Reading Specialist to work individually with ELL students - Monitor reclassified students for at least two years.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount No extra stipend for CELTD coordinator	Amount \$2500	Amount

Source

Budget Reference

Source LCFF

Budget Reference 1105 - Stipends

Source

Budget Reference

New Modified Unchanged

Goal 2.3

Graduation rate, College Acceptancy & College completion tracking

[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%
College completion				80%

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students 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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
- Continue to train teachers. - College Counselor to guide students toward adequate and best suited placement in college. Expanded curriculum for each four grades (9-12).	- Continue to train teachers. - College Counselor to guide students toward adequate and best suited placement in college. Continue expanded curriculum for each four grades (9-12).	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$79,000 + benefits	Amount: \$56,000 + benefits	Amount: \$57,000 + benefits
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: 1200 - Counselor	Budget Reference: 1200 - Counselor	Budget Reference: 1200 - Counselor

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

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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" 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.	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 No extra expenses	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%	95.34%	95.5%	
Absences 20+ days	9.6%	8.6%	8%	

PLANNED ACTIONS / SERVICES

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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to call families as soon as students are absent. Reduce suspension rate (with help of Dean of students)	Continue to call families as soon as students are absent. Reduce suspension rate (classroom behavior)	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Attendance stipend: \$900 Salary: \$11,862	Amount Salary: \$25,000	Amount
Source LCFF	Source LCFF	Source
Budget Reference 1100 - Salary	Budget Reference 2400 – Office Staff	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	2017-2018 Comprehensive Safety Plan Goals	2018-2019 Comprehensive Safety Plan Goals	

PLANNED ACTIONS / SERVICES

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Executed actions listed in the Safety Comprehensive Plan.	Continue to execute actions listed in the Safety Comprehensive Plan.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No extra expenses	Amount: \$2500 + \$600	Amount:
Source:	Source: LCFF	Source:
Budget Reference:	Budget Reference: 1105 - Safety Coordinator's Stipend 5800 – Share 911	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%	98%	100%	
Percentage of parents coming to monthly Head of School Coffee	5%	3%	10%	

PLANNED ACTIONS / SERVICES

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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parent Involvement: - <u>Conferences:</u> Schedule family's conferences. - <u>Education:</u> Research topics for parent education. - <u>Communication:</u> Draft regular communication	Parent Involvement: - <u>Conferences:</u> Schedule family's conferences. - <u>Education:</u> Research topics for parent education. - <u>Communication:</u> Draft regular communication	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$160 for Monthly coffee	Amount: \$160 for Monthly coffee	Amount: _____
Source: LCFF	Source: LCFF	Source: _____
Budget: 4300 – Supplies/Materials	Budget: 4300 – Supplies/Materials	Budget: _____

Reference

Reference

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)		After Lottery: 24 (9 th grade) When school starts: 0	After Lottery: 0 When school starts: 0	
Percentage of Montessori students	15%	15%	20%	

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input 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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Hire a Development director.	Contract with a Development director.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$67,000	Amount: \$20,000	Amount:
Source: LCFF	Source: Donation	Source:
Budget Reference: 1200 - Salary	Budget Reference:	Budget Reference:

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 201,464

10.91 %

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).

Over 55% of the students are considered unduplicated pupils. All services, described in this LCAP, are provided to all students.

- Those funds provide us the mean to hire a full-time Spanish speaking College counselor, who guides students in all grades toward their college application process.
- Increase Mental Health services, not just to students with an IEP, but expand the program to all students.
- Cover PSAT fees and some intercession cost.