Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Silver Oak High School, Public Montessori Charter	Elaine Blasi, Superintendent/Principal	elaine@silveroakmontessori.org 510-570-3334

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 2019-2020 school year (its seventh year of operation), the school is projecting an enrollment of 225 students.

Students and Community - 2018-2019 facts:

Silver Oak students represent a culturally, ethnically, and socio-economically diverse group reflective of the greater Hayward community. Enrollment of 218 students, including a large portion of English Language Learners with the majority being Hispanic (*Hispanic 62%, White 17%, Asian 11%, African American 4%, Two or More Ethnicities 2%, Pacific Islander 1%, American Indian 1%, Not reported 2%).* 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 60.5%; with 59.6% being Free and Reduced Lunch students. 83% of students are living in Hayward (meaning inside HUSD school boundaries). Only 19% 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, aculty, 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 four successful graduating classes with 100% college acceptance. The mission is to develop true leaders who meet the challenges of the evolving global community by promoting personal and social responsibility, collaboration, problem-solving, cultural awareness, diversity appreciation, and peace education to our student body and within our local community.

- Silver Oak is already involved in the local STEM community, and has experienced successes at events and competitions, such as the STEM Expo in Oakland and the Bioengineering High School Competition (BIOEHS) at the University of California, Berkeley.

LCAP Highlights

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

For the 2019-2020 school year, the focus of this LCAP is to:

1- Continue to increase student proficiency and outcomes.

2- Have new teachers complete their Montessori Secondary credentials.

3- Continue to look for additional space or alternative facility options (thru Prop 39, Developers, Bonds or Grants).

4- Continue to offer more authentic STEAM courses, and interdisciplinary work, including field experiences.

5- Adapt Spanish curriculum and methods of teaching, to accommodate both heritage and non-heritage speakers.

6- Expand SPED and Mental Health services.

7- Set up tracking system for College Completion rate.

8- Improve attendance rate from 95% to 97%.

9- Continue emphasis on Grace and Courtesy and Respect for the Environment.

Review of Performance

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

Greatest Progress

Greatest Progress in 2018-2019:

1- 100% college acceptance for cohorts 2016, 2017, 2018 and 2019.

2- Contracted with Red Hook Capital Partners to find and develop a permanent campus in Hayward. Finalized a three year, in lieu agreement with HUSD to temporarily house the School at the Hayward Adult School campus, while Red Hook develops the permanent site.

3- Continued showing progress on student outcomes, after implementing in-house credit recovery program since 2015, and after school tutoring since 2016.

4- Five (5) teachers concluded their Montessori training in the summer of 2018; another five teachers are currently enrolled and will complete their training in the summer of 2020.

5- RTI team (made up of Vice-Principal, School Counselor, Director of SPED and Mental Health Specialist) dedicated to improving school climate safety and community building, proactively taking care of academic, behavior and bullying issues.

6- Mental Health Specialist was available to students three days per week this past year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local

indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Greatest Needs in 2018-2019 and going forward:

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

- 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.

- The Math department worked this year to revamp the curriculum for the 2019-2020 school year. A third math instructor will be available part-time to assist in all levels of the curriculum. The new curriculum is being purchased.

2- Professional development opportunities to enrich understanding and skill levels in the following areas have been identified and are planned: NGSS (Next Generation Science Standards) and STEAM (Science Technology Engineering, Art and Math) teaching and learning strategies.

3- Develop a campus to obtain a permanent home with more classroom space.

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

Performance Gaps

n/a

Increased or Improved services

Increased or Improved services in 2018-2019 and going forward:

1- Continued work of Reading Specialist (three days per week) 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 full-time 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 (MFT therapist three days per week) and Special Education (two full time SPED credentialed teachers) directly impacted all students. An RTI Team was formed, implementing weekly reviews of all students and their progress. For the 2019-2020 school year the Mental Health Specialist will be full-time at the School.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

n/a

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

n/a

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

n/a

Annual Update

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

Goal 1: Improve Conditions of Learning

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

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

All core subject teachers (100%) will already have or be in the process of attaining their Montessori Secondary and California Single Subject credentials.

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

State and/or Local Priorities addressed by this goal:

State Priorities: #1, #2
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
- All teachers (100%) will have their Montessori Secondary credentials within 3 years of date of hire.	**Montessori Credentials:** - Teachers and admin staff in summer 2019 Montessori training: 4 - Montessori Credentialed staff: 8 New hires to start Montessori training summer 2020: 5 - Counselor, SPED instructor and Reading Specialist to start Montessori training summer 2020
- All teachers (100%) will hold California single subject credentials as of date of hire, or they will be in the process of getting them.	**California Credentials:** - Induction: 3 teachers - PIPs/Interns: 5 teachers - Cleared Credentials: 7 - Waivers: 2
- Additional training: NGSS, Common Core Math and STEAM in-service training. This is in addition to the $500 annual allocation for Professional Development.	A $5000 grant to implement **STEAM professional development** was awarded for the 2019-2020 school year.

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
During summer 2018, Houston Montessori Center staff will be back to continue to train the teachers who started their Montessori Secondary I and II training during summer 2016. No newly hired teacher will be able to start during summer 2018; will have to register with the new cohort in 2018.	As planned, Houston Montessori Center staff returned to complete the 3rd summer of the training program for the 2016 cohort. Eight (8) teachers continued the training during summer 2018.	$8,000 1 Montessori Credential	$24,000 3 Montessori Credentials

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For each teacher, steps were taken to have them apply to the right credentialing program. A credentialing consultant was hired to provide services and advice on each of the teacher's files. As part of her job description, starting in the 2018-2019 school year, the Vice-Principal was charged with tracking the progress of all teachers as they move through the California Single Subject credentialing process.	The Vice-Principal was sent to the CCAC conference to train as the California credentialing coordinator at the School. The Instructional Coach was trained as the California Credential Induction Mentor for the School.	$12,000 for 6 California credentials	$10,000 for 5 California Credentials $5,000 for 1 Admin Credential

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 continued to bring their Montessori Secondary I/II Credential training to the Bay Area for the summer of 2018. For 2018-2019, 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: 11 (as follows: 7 teachers, 1 Special Ed, 3 leadership staff).
- California Credentials:

- There are seven (7) teachers/administrators with cleared credentials.
- Induction; There were three (3) teachers in Induction; two (2) in first year and one (1) in second year. Registering teachers for the induction program at Sonoma County has been easy.
- Five (5) teachers held PIPs/Intern permits. One (1) was registered for 2018-2019 school year in Cal State East Bay and two (2) in Alliant university. One (1) held a PIP for the 2018-2019 school year and is registered in the Cal State East Bay program for the 2019-2020 school year.

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

- Montessori and California Single Subject Credentials: Both the Montessori Secondary and California Single Subject Credential programs fulfill the condition of having highly qualified individuals to teach in their subject areas **and** providing a Montessori curriculum exceeding A-G requirements. Hiring California Single Subject credentialed teachers and 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 these training programs. 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. Five (5) completed the last part of the training in summer 2018, and the 6th teacher completed summer 2019. Four (4) teachers begin the training in summer 2019. All teachers hold either a cleared California credential, are in induction or are interns.

- ***Highly qualify teachers:*** 94% think that the teachers are highly qualified to teach classes in their subject areas. This is an increase of 15% (from 79% to 94%) compared to last year. As in the past the students have been harsher than the parents, but they indicated 83%, an increase of 10% (from 73% to 83%).

- ***Individualized learning:*** 94% of agreed (or strongly agreed) that Silver Oak provides individualized mastery learning. This is an increase of 16% (from 78% to 94%) compared to last year. 88% of students agreed (or strongly agreed).

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 question was worded differently this year to ask the stakeholders only if they thought that Silver Oak provides curriculum that exceeds college entrance course requirements.

97% of parents agreed or strongly agreed. 71% of students agreed or strongly agreed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

It is hard to estimate the budget for credentialing at the time of the writing of the LCAP as most of the new teachers have not been hired yet. It was planned that the teachers hired during summer 2018 will start the Montessori training summer 2019 (so for next year budget), but the new Montessori training program required the teachers to register earlier in Spring.

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 2020, when we will again have another cohort of non-Montessori teachers to start their training.

Goal 1.2

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

School to 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 Measurable Outcomes

Expected	Actual
Stay in the same private facility and negotiate additional space to grow as possible. Continue to look for alternate facility options (thru Prop 39, Developers, Bond, Grant), to obtain a secure and safe campus to house a comprehensive high school program, including enough classrooms to be in compliance w/AMS ratio, fully equipped science lab, theatre/community meeting & athletic fields.	Staying in the same private facility and negotiating with additional space to grow was not possible. Continued to look for alternate facility options (thru Prop 39, Developers, Bond, Grant), to obtain a secure and safe campus to house a comprehensive high school program, including enough classrooms to be in compliance w/AMS ratio, fully equipped science lab, theatre/community meeting & athletic fields. Accepted Prop 39 facility (12 classrooms).

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
Lease: Negotiate new lease with the YMCA for 2019- 2020 (and longer lease if possible).	The 2018-2019 lease was not renewed for the 2019-2020 school year. The YMCA is selling the property. SOHS made an offer to purchase the property; it was not accepted. SOHS to vacate property on 6/30/19.	$136,596	$136,596

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Prop 39: Submit Prop 39 to HUSD to find alternate classroom space and gym/fields.	The 2018-2019 lease was not renewed for the 2019-2020 school year. The YMCA is selling the property. SOHS made an offer to purchase the property; it was not accepted. SOHS to vacate property on 6/30/19.	$136,596	$136,596

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research & extra funding:	Continued research for a long-term facility in Hayward. Contracted with Red Hook Partners to identify, purchase and build out a permanent site. Contracted with Campbell and Company to initiate a Capital Campaign Fundraising drive for the new campus.	$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.

The Facility Committee continued to work on different approaches, to obtain a facility with enough space for our 200 students. The 2018-2019 YMCA lease was not renewed for the 2019-2020 school year. Followed up with HUSD on Prop 39, finally received an offer resulting in an in lieu agreement for space at Sunset campus for 2019-2022.

Continued research for a long-term facility in Hayward. Contracted with Red Hook Partners to identify, purchase and build out a permanent site.

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

- 100% of parents/community members indicated that the school provides a safe school facility, an increase of 22% (from 78% to 100%) compared to last year, as compared to 80% of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change for the cost of the 2018-2019 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 Board has started the process with Red Hook Partners and Campbell and Company to find and fund a long-term and permanent facility.

Goal 1.3

Goal 1.3 - STEAM & Interdisciplinary Courses

Offer more authentic STEAM courses. Increase opportunities for interdisciplinary work, including field experiences.

=> 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 Measurable Outcomes

Expected	Actual
In addition to existing electives, offer more authentic STEAM courses.	**Number of electives:** 12 electives / semester. Offered more authentic STEAM electives and intersessions. Increased opportunities for interdisciplinary work.
Increase opportunities for interdisciplinary work, including field experiences.	**Number of intersession course choices:** 11 intersession courses: Astronomy, San Francisco exploration, Basketballogy, Bay Area History, Outdoor experience, Team Building, Partnership with animals, Food for Thought.

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
Electives/Intersession: Decide which new electives and intersession classes to add.	All full-time teaching faculty offered electives each semester. All full-time faculty, including three administrators, offered Intersession classes.	$1,500 Electives Materials $1,000 STEAM Professional Training	$1,500 Electives Materials $2,000 Intersession

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 and Intersession offerings change 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 and Intersession courses based on their specialties, including some Physical Education options. Electives are taught on Wednesdays for 3 hours.

Intersession courses are one week mini courses offered once per year. 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 and intersessions help integrate many areas of the core curriculum and assists students in applying skills to other domains. The benefit is to give students another way to master a given subject.

The survey shows the following:

- **Intersessions:** 92% of parents and 75% of students understand that the purpose of Intersession Week is to reinforce student learning and provide field experiences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference for elective spending. Less Funding from families for intersession, so the school paid the difference. STEAM Professional Training will happen in 2019-2020 instead.

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 2019-2020, organize electives and Intersessions with STEAM approach.

Goal 1.4

Goal 1.4 - Special Ed and Mental Health
Fully serve all IEP and 504 students.

State and/or Local Priorities addressed by this goal:

State Priorities: #1
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Fully serve all IEP and 504 students: Promote Special Ed coordinator to be Director of SPED. Hire a full-time SPED credentialed teacher to assist. Provide Mental Health services three days per week for all students, not just Special Ed students.	Director of SPED, full-time SPED credentialed teacher worked together with part-time (three days per week) Reading Specialist to service all IEP and 504 students, They were assisted by part-time (three days per week) Mental Health Specialist.

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
Hiring: Hire Staff as needed	Full-time SPED credentialed teacher was hired. Mental Health specialist's hours were increased from one day to three (3) days per week. SPED coordinator was promoted to Director.	$153,000 SPED + benefits ($24.9k STRS, $12.3k Medical) $30,000 Mental Health ($10k SPED + $20k General)	$154,000 SPED + benefits ($25k STRS, $12.3k Medical) $21,460 Mental Health ($6,820 SPED + $14,640 General)

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 Director of Special Ed, together with the Special Ed Instructor, review all the IEPs and 504, schedules meetings with families. They coordinate resources listed in the IEP (such as speech therapy, or mental health services) and 504 plans. They also works one on one with the students helping them understand their study guides. The Director also schedules new "Child Find" initial assessments for students who may need it, as well as tri-annual reviews. However, each year the

number of Special Ed students (IEP and 504 plans) increases. The 1st year, they represented 6.7% of all students, but in 2018-2019, it reached 25%.

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

Having an additional full-time SPED instructor was a much needed resource. She worked one on one with students while the director worked in the classrooms co-teaching with the GenEd teachers.
- *Special Ed:* 87% of parents and 95% of students 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. Services provided for 7 hours per day instead of 8 hours (for the three days on site), and until the beginning of April (due to Maternity leave).

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 continues to increase, the full-time Special Ed teacher and the Director of Special Ed will monitor the services for both the IEP and 504 students to insure full implementation of the plans.

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.

Goal 2: Improve Pupil Outcomes

Goal 2.1

Goal 2.1 – Student Proficiency
Proficiency in English, Math and Science. Calculation based on different criteria (grades, CASPP and PSAT/SAT).

State and/or Local Priorities addressed by this goal:

State Priorities: #4
Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Proficiency:
75% of students will reach proficiency at a 70% or higher in English, Math and Science

Proficiency in Math/ELA/Science, based on Student grades: is calculated based on students' grades and it continues to improve every year. All percentages are above the expected goal of 70% or above.

Science: 96% (Freshmen 88%, Sophomores 100%, Juniors 98%, Seniors 100%),

Math: 91% (Freshmen 87%, Sophomores 88%, Juniors 89%, seniors 100%)

English 95% (Freshmen 93%, Sophomores 97%, Juniors 91%, Seniors 100%)

Proficiency	2016-2017	2017-2018	2018-19
Science	95%	92%	96%
Math	91%	86%	91%
English	98%	98%	95%

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

In 2017-18 of the students who tested in ELA, 53% "Met/Exceed"the standard (compared to 68% in 2016-2017); percentage of "Not Met" students increased from 18% to 33%; and.

In 2017-18 of the students who tested in Math, 24% "Met/Exceed"the standard(compared to 21% in 2016-2017); percentage of "Not Met" students increased from 47% to 49%.

SO - English - 11th	Exceeded/Met	Nearly Met	Not Met
2015-2016 (42 tested)	36%	31%	33%
2016-2017 (31 tested)	68%	15%	18%
2017-2018 (40 tested)	53%	15%	33%

SO - Math - 11th	Exceeded/Met	Nearly Met	Not Met
2015-2016 (43 tested)	4%	9%	86%
2016-2017 (31 tested)	21%	32%	47%
2017-2018 (37 tested)	24%	27%	49%

Expected	Actual

Actual

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

Since 2015-2016, all students in grades 9-11 take the PSAT 8/9 or PSAT/NMSQT.

Cohort 2019 PSAT/SAT	Reading-Writing		Math	
	Met	Met & Nearly Met	Met	Met & Nearly Met
2015-20116 9th (54 tested)	**43%**	44%	**17%**	37%
2016-2017 10th (54 tested)	**43%**	55%	**22%**	63%
2017-18 11th (50 tested)	**42%**	52%	**16%**	26%
SAT 2017-18	**57%**	61%	**30%**	35%

Cohort 2020 PSAT	Reading-Writing		Math	
	Met	Met & Nearly Met	Met	Met & Nearly Met
2016-2017 9th (57 tested)	**46%**	49%	**19%**	33%
2017-18 10th (44 tested)	**57%**	64%	**23%**	57%
2018-19 11th (43 tested)	**58%**	58%	**16%**	30%

Cohort 2021 PSAT	Reading-Writing		Math	
	Met	Met & Nearly Met	Met	Met & Nearly Met
2017-18 9th (59 tested)	**42%**	51%	**20%**	44%
2018-19 10th (57 tested)	**40%**	47%	**11%**	20%

	Expected	Actual

	Reading-Writing		Math	
Cohort 2022 PSAT	**Met**	**Met & Nearly Met**	**Met**	**Met & Nearly Met**
2018-19 9th (57 tested)	**42%**	51%	**16%**	21%

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
Continue to enroll new teachers in the Montessori Secondary I/II credential program. Also, continue offering summer school as a means of credit recovery.	Currently 3 teachers have started the Montessori training. We continue to offer summer school as a means of credit recovery in addition to after school tutoring.	$35,620 Reading Specialist + benefits ($5.8k STRS, $7k Medical) $8,000 Credit Recovery	$35,620 Reading Specialist + benefits ($5.8k STRS, $6.1k Medical) $4,000 Credit Recovery

Analysis

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

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

Trying to combine different ways to provide information to the students, through teacher training to implement individualized learning, credit recovery and after tutoring.

We continue to offer the College Board PSAT testing as early as 9th grade, to have data that can lead us in knowing what the needs of the cohorts will be.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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). Difference for credit recovery as we didn't have a facility to offer credit recovery in June 2019.

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, no credit recovery was offered after school, nor will it be offered in the summer 2019 due to the school moving to a new site and not having an extended lease in the YMCA campus to hold summer school. For the upcoming year 2019-20 we will be providing after school credit recovery to mitigate the lack of summer school with some possibilities during Wednesday elective days. . The students can still go to tutoring after school 4 days a week. Lots of funding allocated toward improving the student proficiency and test scores. We continue to have a reading specialist. We provide integrated math elective for all students missing the basic understanding.

Students participated in the interim SBAC testing to familiarize and have them practice more computerized testing and improve their Smarter Balanced test scores.

Goal 2.2

Goal 2.2 – ELL Student 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 Measurable Outcomes

Expected	Actual
Reclassify at least 2 students.	Reclassified 0 students.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to enroll teachers in the Montessori credential program. Have reading specialist continue working closely with ELL students.	Currently 3 teachers have started the Montessori training. Reading specialist is .5 FTE available to ELL students.	$2,500 Stipends for ELPAC coordinator	$2,500 Stipends for ELPAC coordinator

Analysis

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

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

In addition to all teachers working with the ELL students, the reading specialist dedicated additional time assisting ELL students with their reading and writing.

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

Even though students' ELPAC may show progress, students continue to struggle in the deeper comprehension of English needed to reach mastery or pass the SBAC or PSAT benchmark in English.

English Language Learner support: 99% agreed that the school provides additional individualized support to students identified as English Learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No change.

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

The reading specialist continues to work with ELL students with their divers reading and writing skills.

Goal 2.3

Goal 2.3 – Graduation Rate, College Acceptance & College Completion Tracking
Students to graduate and complete college.

State and/or Local Priorities addressed by this goal:

State Priorities: #4
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Graduation rate: 100%.	Graduation rate: 100% of the 2019 Cohort graduated high school.
College acceptance: 100% college or career eligible	College acceptance: 100% of the 2019 Cohort were college or career eligible.

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
- 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.	- Having Montessori trained teachers has improved proficiency and test scores and maintained 100% graduation rate.		
- College Counselor to guide students toward adequate and best suited placement in college.	- The College Counselor has provided continuous, individual guidance to each student throughout junior and senior years.	$56,000 + benefits ($9.1k STRS, $7k Medical)	$64,852 + benefits ($10.5k STRS, $3.7k Medical)

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 individualized learning) for students to reach mastery and proficiency level.

Then student's grades will rise, facilitating their graduation. Having a full-time College Counselor is a requirement. An added benefit 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.

A new college counselor was hired last summer with more years of experience, which explain the increase in the budgeted salary.

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.

Goal 2.4

Goal 2.4 – School Wide Learner Outcome

State and/or Local Priorities addressed by this goal:

State Priorities: #8
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
School wide learner outcomes: 85% of students developed those outcomes.	**School wide learner outcomes:** 86% of students developed those outcomes based on teachers' assessments. 82% of students developed those outcomes based on survey (+5%).

Actions / Services

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

Action 1

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 subject, continue to define a list of desired goals for the defined outcomes, as well as teaching methods and assessments to evaluate the students in their progression towards the School Wide Learner Outcomes. We also asked parents and students to estimate how much the students had developed those outcomes this past year.	$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.

It is important to ensure that students learn appropriate skills and outcomes to help them later in life. The "whole student" development is equally important as its academic results. That's why the faculty developed this list of 21st century skills to master. Each teacher 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. In 2015-2016 we achieved 80% competency, 2016-17 we maintained that percentage at 80%. Increase to 85% in 2017-2018. For the 2018-19 we have an increase of 1% which we hold at 86% .

School wide learner outcomes results based on student and parent surveys

Technology, Information and Communication Literacy: 86% (+1%)

Critical Thinking and Problem Solving: 90% (+4%)

Effective Oral and Written Communication: 90% (+13%)

Curiosity and Imagination: 90% (+10%)

Collaboration Across Networks and Global awareness: 88% (+16%)

Initiative and Entrepreneurialism: 86% (+13%)

Mastery, Agility and Adaptability: 89% (+9%).

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" outcome needs improvement.

Goal 3: Improve Engagement

Goal 3.1

Goal 3.1 – Consistence 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 Measurable Outcomes

Expected	Actual

Attendance rate: 96%

Attendance rate: 95.02% annual (207.19)

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Annual ADA	93.50%	94.32%	95.01%	95.45%	95.34%	95.02%

Absences 20+ days: 9%

Absences 20+ days:

12.8% (28 students) of all 218 students have been absent 20 days+ this year. (Those students make up 720 days of absence (37%) out of 1,946 days of absences for all students). That includes 46 days of absences (2.3%) due to suspensions.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Abs 20 days+	18%	12%	11%	9.6%	8.6%	12.8%
Days students Abs 20 days+	45%	38%	35%	31.5%	29%	37%
Days students Abs due to suspensions			4.6%	3.5%	2.3%	2.3%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- **Attendance calls**: Continue to call families as soon as students are absent.	- Advisory teachers, Attendance Coordinator, Counselor and Administration continue to emphasize how important it is for the students to attend school every day and to be on time. It is communicated to families at Orientation Meetings and semester Family Conferences. Attendance Coordinator calls families each day to verify the absences and/or tardies. The Counselor and Vice-Principal follow-up directly with those students who have repeated absences. In addition, there are 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. The Handbook also clearly defines the difference between an excused and unexcused absence.	$25,000 Attendance Staff + benefits ($4.1k 403b, $7k Medical)	$25,000 Attendance Staff + benefits ($4.1k 403b, $7.1k Medical)
- **Suspensions**: Reduce suspension rate (with help of RTI Team)			

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 hiring a part time attendance coordinator, who has the responsibility of calling families each morning and to be on top of each absence, we have seen marked improvement. It is more efficient to have an attendance coordinator. We also

encourage teachers to follow up with students regarding absences and missed work in class and an advisory system to follow up with students with consistent absences.

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. 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 noticed some regression in daily attendance, especially for students absent 20+ days. We see that the number of suspensions stayed the same. The school continues to work on improving this percentage, being proactive regarding behavior issues. Continue to allocate funding for Attendance Coordinator.

- *Attendance:* 93% understood that daily attendance is important for both student academic and school financial. Decrease of 2%.

- *Absences:* 95% of parents said that they are contacted for repeat occurrences of missed attendance, an increase of 21%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No Change.

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

No Change. Continue to have a part-time Attendance Coordinator.

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 Measurable Outcomes

Expected	Actual
Comprehensive Safety Plan Goals: Refer to the Comprehensive Plan.	**Comprehensive Safety Plan Goals**: Here's the list of goals listed in the 2019-2020 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
	Priority policies/procedures review

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
- **Safety Comprehensive Plan**: Execute actions listed in the Safety Comprehensive Plan.	- 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	$2,500 Stipend Safety Coordinator $600 for Share 911	$2,500 Stipend Safety Coordinator $600 for Share 911 $3,740 for 3 OnSite Defibrillators

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	teachers to develop a safer climate. This is reinforced by the RTI Team. - 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.		

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 challenging to measure some 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:* 93% mentioned that Silver Oak provides a safe school climate (+15%).

- *Orderly environment:* 93% of parents said that Silver Oak provides an orderly classroom environment (+11%). Students reported 90% (+11%).

- *Student acceptance:* 99% said students feel accepted and supported by the school community (+11%).

- *Respect:* 97% said Gender, racial, ethnic, cultural background are respected (+3%). Students reported 90% (-1%). Parents indicated 100% (+8.7%).

- *Social inclusion:* 94% agreed that the staff guides students in becoming respectful members of the community (through social inclusion), an increase of 6%.

- *Staff support:* 95% thought that staff supports students through advisories, individual work time and family conferences (+12%).

- *Language & bullying:* 82% of students agreed that rude language and bullying are not tolerated on campus (+12% change compared to last year).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Purchased AEDs to comply with new voted law.

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.

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 Measurable Outcomes

Expected	Actual
Percentage of parents coming to Family conferences: 100%	Percentage of parents coming to Family conferences: **99%**
Percentage of parents coming to monthly Head of School Coffee: 5%	Percentage of parents coming to monthly Head of School Coffee: **3%**

Actions / Services

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

Action 1

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 emails/letters. Translate them in Spanish. - PowerSchool: Train parents in using PowerSchool.	- 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 start preparing for their Senior year and application to college. - Education: 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.	$160 Monthly Coffee	$240 Monthly Coffee / Donuts

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	- <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. - <u>PowerSchool:</u> Parents and students continue to use PowerSchool to keep up to date on their student grades and assignments.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Volunteerism: - <u>Driving/Chaperoning:</u> Drive for Sports Events. - <u>Committees:</u> Form Committees to help with school events and fundraising activities, as well as Safety Comprehensive team.	- <u>Driving/Chaperoning:</u> Parents drive for sport games, as well as chaperone/assist during school events (fundraisers). - <u>Committees:</u> Formed Committees and organized annual auction dinner. Parents also helped students with La Posada celebration, Winter Ball and Movie Night. - <u>Career Day:</u> Parents with specific jobs were invited to come to Career Day.	$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.

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. 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 to support their student (Power School grades, and teacher conferences). Response to intervention is 100%, when parents are asked to come to the school and talk about their student.

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:*** 95% of parents said that they benefited from this event, an increase of 14%.

- ***Feeling Welcome:*** 95% of parents felt welcome when at school, an increase of 14%.

- ***Parent Communication:*** 92% of parents received regular communication to keep them informed of the different activities. That is a decrease of 7%.

- ***Parent Feedback:*** 95% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and parent education meetings). This is an increase of 40%.

- ***Spanish Communication:*** 100% acknowledged that Silver Oak emphasizes Spanish communication.

- ***Parental Concerns:*** 86% reported that concerns regarding student's academic performance can be easily communicated and are fully supported by the school. This is a decrease of 1% compared to last year. Students' results indicate 78%, which is a decrease of 4%.

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 parent education (especially how to use PowerSchool and ParentSquare).

Goal 3.4

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #5
Local Priorities:

Annual Measurable 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 students with Montessori experience.	$20,000 Donation for Development director	$19,875 Donation for Development director

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 introduced the school Principal to several Silicon Valley organizations to develop community partnerships. Also participated to the Hayward Street Fair event in July.

Preference given, 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.

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 and start our capital campaign. Work with Campbell Company.

Stakeholder Engagement

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; the student has the same advisor for the full four years of high school. Students are able to bring feedback/issues to their advisors.

- Students are also very involved in the semester family conferences, as they lead the conferences, showing their work as well as outlining their strengths and weaknesses, in order to progress. At that meeting, they also solicit from their advisors and parents whatever feedback may help them improve.

-The advisors report all feedback to the Principal and Vice-Principal. This feedback is specific to how the school can improve the students' learning process. This information is taken into account when both the budget and LCAP are drafted.

2. Specific LCAP involvement:

- Students complete the annual LCAP survey. The wording of the survey is designed to address them directly, instead of targeting their parents. This year 114 students returned the survey.

Parents/Families:

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

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

- Four informational meetings are held for prospective parents (from Nov to Feb); there is Spanish translation available. At these meetings the Principal describes the philosophy of the school for parents to understand. The topics include:

- how Montessori education is different from traditional schools;

- why Montessori teachers need additional teaching credentials,

- why the school has intersessions and field experiences.

- A family conference with the advisory teacher is organized twice a year, for communicating student progress to the family, offering any additional support which may be needed and listening to feedback from the student and family. The first conference is scheduled at the beginning of August in order for the student to set goals for the school year.

- A "Back to School Night" is scheduled in early September to involve families in the Montessori aspect of their students' education and to answer questions. Parents are able to see the ways in which Montessori secondary education is delivered (Socratic seminars, small group lessons, and individual and group work).

- Regular announcements 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 Principal" are scheduled for parents to provide any feedback they have, and talk about a specific subjects.

2. Specific LCAP involvement:

- A special parent educational meeting regarding LCFF and LCAP was scheduled for May 23, 2019 to explain the LCFF and LCAP; to review the results of last year's survey and last year's LCAP goals; and to emphasize the importance for the community to provide feedback and be part of this LCAP process.

- Surveys were distributed via Google docs and ParentSquare. The data was collected and analyzed. All comments were read. Sometimes, follow up meetings were scheduled if the family requested one in the survey and indicated their name.

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 171 surveys have been received. Both Parent and Student Surveys are distributed. Each is written specifically to and for each group. Surveys are anonymous. In addition to the predefined answers, several participants took the time to write additional comments in the provided spaces.

1. Improve Conditions of Learning:

- ***College Prep:*** 96% of all surveys (parents and students combined) thought that Silver Oak provided a college preparatory education. This is an increase of 14% compared to last year.

- ***Individualized learning:*** 88% agreed (or strongly agreed) that Silver Oak provides individualized mastery learning. This is an increase of 10% compared to last year.

- ***Highly qualified teachers:*** 91% think that the teachers are highly qualified to teach in their subject areas. This is an increase of 12% compared to last year. The students have been harsher than the parents in the past, but they indicated 84%, an increase of 11% from last year.

- ***Safe and clean facility:*** 93% indicated that the school provides a safe school facility, an increase of 15% compared to last year. And 70% described that the facility, classroom environment and grounds feel clean, a decrease of 9% compared to last year.

- ***Welcoming and Supportive Community:*** 94% agreed that Silver Oak is a welcoming and supportive community (through social inclusion). This is an increase of 6%.

- ***Orderly environment:*** 93% said that Silver Oak provides an orderly classroom environment (+11%). Students reported 90% (+11%).

- ***Student acceptance:*** 99% said students feel accepted and supported by the school community (+11%).

- ***Respect:*** 97% said Gender, racial, ethnic, cultural background are respected (+3%). Students reported 90% (-1%). Parents indicated 100% (+8.7%).

- ***Inappropriate Language:*** 82% of students felt that faculty and staff redirect students who use inappropriate language (+12%).

- ***Staff support:*** 95% thought that staff supports students through advisories, individual work time and family conferences (+8%).

2. Improve Pupil Outcomes:

- ***Montessori curriculum, exceeding A-G requirements:*** 97% of parents thought that the school has developed a full curriculum based upon Montessori philosophy and fully exceeding California A-G requirements. This is an increase of 19% compared to last year. 20% of students disagreed.

- ***English Language Learner support:*** 99% of ELL students and families agreed that the school provides additional individualized support to students identified as English Learners. Increase of 54% compared to last year.

- ***Special Ed:*** 91% of IEP students and families mentioned that students who need Special Education services are provided necessary support. This is an increase of 14%.

- **_Leadership skills:_** 99% of parents indicated that their student demonstrates leadership skills (+23%). 25% of students disagreed.

- **_Intersession attendance:_** 92.5% of parents understood the importance of Intersession weeks and supported their students' attendance during that time. This is an increase of 12.5%.

- **_Intersession:_** 80% of students valued the intersession activities and considered them as intricate parts of the curriculum. This is a decrease of 3%.

- **_Honors courses:_** 97% agrees that Sophomores, Juniors and Seniors are provided with the option to take Honors courses; a decrease of 3%. Parents indicated 98%; Students replied 95%, an increase of 9%.

- **_Academic Rigor:_**

English 9/10: 86% were satisfied with students' progress in English.

English 11/12: 91% were satisfied with student's progress in English.

Mathematics 9/10: 86% were satisfied in Mathematics.

Mathematics 11/12: 85% were satisfied in Mathematics.

Science 9/10: 94% reported being satisfied in Science.

Science 11/12: 85% reported being satisfied in Science.

Social Studies 9/10: 91% reported being satisfied in Social Studies.

Social Studies 11/12: 95% reported being satisfied in Social Studies.

Digital Media & Arts 9/10: 94% reported being satisfied in Digital Media/Arts (+12%).

Philosophy & Psychology 11th: 91% reported being satisfied (+2.5%).

Senior Thesis 12th: 94% reported being satisfied (+5%).

Foreign Languages 9/10: 85% reported being satisfied in Foreign Languages.

Foreign Languages 11/12: 89% reported being satisfied in Foreign Languages.

Physical Education: 77% were satisfied with progress in Physical Education (-2%).

Electives: 87% were satisfied with the electives provided (+4%).

- **_School-Wide Learner Outcomes:_** The school has put in place a list of School-Wide Learner Outcomes, as part of an important 21st Century Skills component. The results indicate good progress in developing these outcomes:

Technology, Information and Communication Literacy: 86% (+1%)

Critical Thinking and Problem Solving: 90% (+4%)

Effective Oral and Written Communication: 90% (+13%)

Curiosity and Imagination: 90% (+10%),

Collaboration Across Networks and Global Awareness: 88% (+16%)

Initiative and Entrepreneurialism: 86% (+13%)

Mastery, Agility and Adaptability: 89% (+9%)

3. Improve Engagement:

- **_Enjoy Attending School_**: 82% reported that students enjoy attending School, a decrease of 10% compared to last year.

- **_Motivated to Learn in the Following Classes:_**

English 9/10: 80%

English 11/12: 86%

Mathematics 9/10: 86%

Mathematics 11/12: 85%

Science 9/10: 93%

Science 11/12: 78%

Social Studies 9/10: 93%

Social Studies 11/12: 91%

Digital Media & Arts 9/10: 93%

Philosophy & Psychology 11th: 93%

Senior Thesis 12th: 92%

Foreign Languages 9/10: 81%

Foreign Languages 11/12: 87%

Physical Education: 80%

Electives: 89%

- *Attendance:* 93% understood that daily attendance is important for both student academic and school financial, a decrease of 2%.

- *Absences:* 95% of parents said that they are contacted for repeat occurrences of missed attendance, an increase of 21%.

- *Back to School Night:* 95% of parents said that they benefited from this event, an increase of 14% compared to last year.

- *Feeling Welcome:* 95% of parents felt welcome when at school, a decrease of 2% compared to last year.

- *Parental concerns:* 86% reported that concerns regarding student's academic performance can be easily communicated and are fully supported by the school. This is a decrease of 1% compared to last year. Students' results indicate 78%, which is a decrease of 4%.

- *Parent Communication:* 92% of parents received regular communication to keep them informed of the different activities. That is a decrease of 7% compared to last year.

- *Parent Feedback:* 95% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and parent education meetings). This is an increase of 40% compared to last year.

- *Spanish Communication:* 100% acknowledged that Silver Oak emphasizes Spanish communication. Same as last year.

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1.1

Goal 1.1 - Credentials (Montessori and California) & Professional Development
All core subject teachers (100%) will already have or be in the process of attaining their Montessori Secondary and California Single Subject credentials.

State and/or Local Priorities addressed by this goal:

State Priorities: #1, #2

Local Priorities:

Identified Need:

Students need highly qualified teachers to teach in their subject areas. The school has developed a full curriculum based upon Montessori philosophy, 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)	4
Number of Montessori Credentialed Faculty	6	13	11	12
Number of not Montessori trained Faculty	1	2	8	5
Number of teachers in Induction program	2	2	5	8

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of CA credentialed Faculty	4	8	8	16
Number of PIP teachers	6	7	1	5
Number of teachers in Cleared Credential	0	4	7	7

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Montessori Secondary I and II training: Eight teachers will continue	Montessori Secondary I and II training: One teacher will complete it	Montessori Secondary I and II training: Four teachers will commence

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
the training and complete it by end of 2017-2018. Enrollment has already been paid.	by summer 2019. Seven new hires will start summer 2019. Cost may be split between 2018-2019 and 2019-2020 budgets.	the Montessori training summer 2019 and complete it by summer 2020.
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: Eight teachers in Induction program. Five teachers in credentialing program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000	$20,000	$5,000
Source	LCFF, Title II	LCFF, Title II	LCFF, Title II
Budget Reference	5210 - Cost for CA credentials	5210 – Montessori and CA credentials cost	5210 – Montessori and CA credentials cost

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1.2

Goal 1.2 - Comprehensive and Safe Facility (including Classroom Resources)
School to be located in a safe facility.

State and/or Local Priorities addressed by this goal:

State Priorities: #1

Local Priorities:

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

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

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

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

Year	2017-18	2018-19	2019-20
Amount	$125,932	$136,596	$65,000
Source	LCFF & Facility grant	LCFF & Facility grant (need to reapply in spring 2018)	LCFF
Budget Reference	5600 - YMCA Lease	5600 - YMCA Lease	5600 - Prop 39 Pro-rata

Unchanged Goal

Goal 1.3

Goal 1.3 - STEAM & Interdisciplinary Courses
Offer more authentic STEAM courses. Increase opportunities for interdisciplinary work, including field experiences.

State and/or Local Priorities addressed by this goal:

State Priorities: #7

Local Priorities:

Identified Need:

Students need the opportunity to access different types of courses.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of intercession course choices and electives	9 electives / semester + 12 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

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

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

Year	2017-18	2018-19	2019-20
Amount	$1,500	$2,500	$2,500
Source	Restricted State Lottery, LCFF	Restricted State Lottery, Title II	Restricted State Lottery, Title II
Budget Reference	4315 - Materials for electives	4315 - Materials for electives 5210 – Professional Development	4315 - Materials for electives 5210 – Professional Development

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1.4

Goal 1.4 - Special Ed and Mental Health
Fully serve all IEP and 504 students.

State and/or Local Priorities addressed by this goal:

State Priorities: #1

Local Priorities:

Identified Need:

[Add text here]

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	Full-time director + full-time teacher	Full-time director + full-time teacher
Number of Mental Health Staff		Part-time Mental Health (1 day/week)	Part-time Mental Health (3 days/week)	Full-time Mental Health

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire staff as needed.	Hire staff as needed.	Hire staff as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$76,400 + $13,000 Mental Health	$153,000 + $30,000 Mental Health	$158,000 + $61,000 Mental Health
Source	Special Ed + Mental Health	Special Ed + Mental Health	Special Ed + Mental Health
Budget Reference	1900 Salary 2100 Salary	1900 Salary	1900 Salary

Goal 2: Improve Pupil Outcomes

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2.1

Goal 2.1 – Student Proficiency
Proficiency in English, Math and Science. Calculation based on different criteria (grades, CASPP and PSAT/SAT).

State and/or Local Priorities addressed by this goal:

State Priorities: #4

Local Priorities:

Identified Need:

[Add text here]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Proficiency in Math/ELA/Science (Student grades)	75%	80%	85%	96%
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	65%
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	65%

Planned Actions / Services

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

Action   1

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

Students to be Served:

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

Students to be Served	Location(s)
All	All Schools

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- Continued to implement individualized learning (as teachers get their Montessori credentials), credit recovery (in summer), and after-school tutoring	- Continue to implement individualized learning (as teachers get their Montessori credentials), credit recovery (in summer), and after-school tutoring.	- Continue 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.	- Continue w/ reading specialist and use PSAT/SAT programs.	- Continue w/ reading specialist and use PSAT/SAT programs.
- Add integrated Math elective for students missing the basic understanding.	- Continue integrated Math elective for students missing the basic understanding.	- Continue integrated Math elective for students missing the basic understanding.
- Practice test taking on the computer.	- Practice test taking on the computer.	- Practice test taking on the computer.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Reading Specialist: $33,500 Math Remediation: $48,000 Credit Recovery: $6,000	Reading Specialist: $35,620 Credit Recovery: $8,000	Reading Specialist: $36,875 Credit Recovery: $4,000

Year	2017-18	2018-19	2019-20
Source	Title I, LCFF	Title I, LCFF	Title I, LCFF
Budget Reference	1100 - Salaries	1100 - Salaries	1100 - Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2.2

Goal 2.2 – ELL Student Proficiency
Proficiency in English for students identified as English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: #4

Local Priorities:

Identified Need:

[Add text here]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELL progressing to the next level	?	N/A	15	20
ELL reclassified	2	14	2	4

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- Teachers enrolled in Montessori credential program, trained in using non-language-based methodologies (hands-on materials and collaborative work with peers).	- Teachers having completed Montessori credential program, now trained in using non-language-based methodologies (hands-on materials and collaborative work with peers).	- 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 worked individually with ELL students.	- Spanish teachers and Reading Specialist to work individually with ELL students.	- Spanish teachers and Reading Specialist to work individually with ELL students.
- Monitored reclassified students for at least two years.	- Monitored reclassified students for at least two years.	- Monitored reclassified students for at least two years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No extra stipend for CELTD coordinator	$2,500	$0
Source		LCFF	
Budget Reference		1105 - Stipends	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2.3

Goal 2.3 – Graduation Rate, College Acceptance & College Completion Tracking

State and/or Local Priorities addressed by this goal:

State Priorities: #4

Local Priorities:

Identified Need:

[Add text here]

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

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- Continue to train teachers.	- Continue to train teachers.	- 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).	- College Counselor to guide students toward adequate and best suited placement in college. Continue expanded curriculum for each four grades (9-12).	- College Counselor to guide students toward adequate and best suited placement in college. Continue expanded curriculum for each four grades (9-12).
		- The Counselor will find and implement an alumni college completion tracking program at the School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$79,000 + benefits	$56,000 + benefits	$64,852 + benefits
Source	LCFF	LCFF	LCFF
Budget Reference	1200 - Counselor	1200 - Counselor	1200 - Counselor

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2.4

Goal 2.4 – School Wide Learner Outcome

State and/or Local Priorities addressed by this goal:

State Priorities: #8

Local Priorities:

Identified Need:

[Add text here]

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

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

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

Goal 3: Improve Engagement

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3.1

Goal 3.1 – Consistence 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:

Identified Need:

[Add text here]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	95.45%	95.34%	95.5%	96%
Absences 20+ days	9.6%	8.6%	8%	7%
Suspension rate				

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to call families as soon as students are absent.	Continue to call families as soon as students are absent.	Continue to call families as soon as students are absent.
Reduce suspension rate (with help of Dean of students)	Reduce suspension rate (classroom behavior)	Reduce suspension rate (classroom behavior). Continue truancy family conferences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Attendance stipend: $900 Salary: $11,862	Salary: $25,000	Salary: $26,000
Source	LCFF	LCFF	LCFF
Budget Reference	1100 - Salary	2400 – Office Staff	2400 – Office Staff

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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:

Identified Need:

[Add text here]

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	2019-2030 Comprehensive Safety Plan Goals

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Executed actions listed in the Safety Comprehensive Plan.	Continue to execute actions listed in the Safety Comprehensive Plan.	Continue to execute actions listed in the Safety Comprehensive Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No extra expenses	$2500 + $600	Salary: $6,500
Source		LCFF	LCFF
Budget Reference		1105 - Safety Coordinator's Stipend 5800 – Share 911	2400 – Office Staff

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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:

Identified Need:

[Add text here]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of parents coming to Family conferences	95%	98%	100%	100%
Percentage of parents coming to monthly Head of School Coffee	5%	3%	10%	N/A

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	**Parent Involvement**: - <u>Conferences:</u> Schedule family's conferences. - <u>Education:</u> Research topics for parent education and expand delivery system. - <u>Communication:</u> Draft regular communication. - <u>Parent Organization</u>: Expand it for more regular meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$160 for Monthly coffee	$160 for Monthly coffee	$0
Source	LCFF	LCFF	
Budget Reference	4300 – Supplies/Materials	4300 – Supplies/Materials	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3.4

Goal 3.4 – Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: #3, 5

Local Priorities:

Identified Need:

[Add text here]

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 (9th grade) When school starts: 0	After Lottery: 0 When school starts: 0	After Lottery: 30 When School starts: 5
Percentage of Montessori students	15%	15%	20%	18%

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire a Development director.	Contract with a Development director.	Contract with a Development director.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$67,000	$20,000	$50,000
Source	LCFF	Donation	LCFF
Budget Reference	1200 - Salary	[Add budget reference here]	5800 - Professional Consulting

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 291,106

14.21 %

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 57% 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.