

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
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2017-20 Plan Summary

The Story

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

The Charter School of Morgan Hill (CSMH) is the result of the work of a diverse group of educators, parents and community members with a shared vision for an alternative public school with an emphasis on project-based learning, strong family involvement, and community interaction. The founders were committed to creating a school that not only provided a rigorous academic program but that also provided a whole child education. The School initially opened its doors in August of 2001 to 167 students.

Today, Charter School of Morgan Hill serves approximately 650 students from kindergarten through eighth grade. We are fully accredited by WASC (Western Association of Schools and Colleges) and are recognized as a California Distinguished School. We are proud of our academically excellent program that utilizes project-based learning as its primary instructional strategy. Our students are involved in a robust enrichment program that includes the arts, physical education, Spanish, nutrition, technology and Agriculture Science.

We have a talented teaching staff that is committed to meeting the individual needs of every child. An extremely dedicated and caring group of adults has created an environment where students feel safe, respected and excited about learning. Our parents and community play an integral role in supporting our program and their high level of engagement contributes to our success.

The Charter School of Morgan Hill's mission and vision serves as the School's foundation. The statement was created by the School's founders and is regularly reviewed by the staff and Board of Directors. The mission states, "Charter School of Morgan Hill uses project-based learning, strong family involvement and community interaction to develop lifelong learners prepared to be successful and innovative participants in the global community."

The School is committed to:

- Developing K-8 students who are self-motivated, self-disciplined, and socially responsible
- Partnering staff, students, parents and community to create a unique, challenging and individualized learning environment with high academic standards and expectations
- Applying academic learning to real-life activities through project-oriented programs
- Providing advanced opportunities in science, technology, languages, and the arts
- Building programs that foster thinking which is original, critical, collaborative and reflective
- Respecting diversity and whole child development - cognitive, emotional, social and physical

The mission statement identifies three elements critical to developing competent and educated children who are well prepared for the 21st century: strong academics, community interaction, and family involvement. To implement this vision requires eight components that address one or more of these key elements:

- **Standards** – Children excel when standards are high and when academic achievement is valued. All students are expected to perform at their highest level and to excel in the content areas outlined in the state curriculum standards.
- **Family Participation** – Children understand the importance of learning when they experience their family investing time in supporting that effort. Families contribute in a variety of significant ways to support both their own children’s efforts to excel and to enhance the learning experiences of all students at the school.
- **Project Based Learning (PBL)** - Active exploration leads to a better understanding of concepts. More effective learning takes place when students can relate new information to past experiences, their community and their culture.
- **Technology** – In today’s society, technology plays a significant role in everyday life and global affairs. Every student has access to technology and learns to use it as a tool for research, analysis, communication, organization and self-expression.
- **Enrichment Activities** - All students benefit from regular exposure to a variety of programs such as agriculture, music and other fine arts.
- **Community Connection** – Public schools must produce knowledgeable and involved citizens. Students learn to understand their connection to the community and their responsibilities as members of a community. The curriculum incorporates service-learning projects and community-based, hands-on activities.
- **Diversity** – Citizens of the 21st century need an understanding and appreciation of the diversity of language, culture, and history in both their immediate community and the world.
- **Personalization** – At Charter School of Morgan Hill each student is known and valued as an individual with his/her specific needs identified and used to develop an appropriate instructional plan.

LCAP Highlights

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

During the 2018-2019 school year, CSMH completed a self-study and had a visitation from a WASC team. The School did not receive the final report prior to the submittal of last year's LCAP. CSMH earned a six-year accreditation with a one-day review in three years.

The WASC team wrote an action plan that aligned and/or complemented the goals in the Local Control Accountability Plan (LCAP). Students, staff, parents, community members, and the Board of Directors were all involved in providing input into the WASC action plan and the LCAP.

After reviewing all input from the community, it was determined that the 2018-2019 LCAP goals will primarily remain the same for 2019-2020, except for a slight edit to goal one. These goals will continue to guide the actions and services and expenditures.

Goal #1 - CSMH will provide students with an academically challenging core curriculum that utilizes Common Core State standards and Next Generation Science standards and will recruit and retain highly qualified professionals to teach the curriculum. Project-based learning will serve as the primary instructional strategy and students will demonstrate academic growth through multiple forms of assessments.

Goal #2 - CSMH is committed to the whole child philosophy and provides the social/emotional support and tiered instruction necessary for students to learn and thrive. The School will continue to attract and retain highly qualified enrichment and support staff to implement these programs.

Goal #3 - CSMH will create a safe and modern learning environment for our community and continue to provide students with 21st century learning tools.

Goal #4 - CSMH will engage all families as essential partners and encourage consistent participation in School experiences that support student success.

The Actions and Services have been updated to reflect the School's WASC action plan. Basic Actions and Services are designed to assist all students; additional or expanded Actions and Services are provided to support English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

Review of Performance

Greatest Progress

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

CSMH is extremely proud of the WASC accreditation process that was recently completed. For almost eighteen months, the CSMH stakeholders closely examined formative and summative data, student work, instructional practices, assessment methods and survey feedback. The five focus groups – organization, curriculum, instruction, assessment and culture – determined the School’s strengths and areas of need in each of these specific areas. Supporting evidence was collected to substantiate each of the findings that were stated in the WASC report. In March of 2018, a visiting WASC team spent three days on the CSMH campus to validate the self-study. CSMH received a six-year accreditation with a one-day checkup visit in three years. This process culminated in an action plan that serves as a roadmap for the School’s future and is closely aligned with the LCAP.

Another highlight of the 2018-2019 school year was the formation of a pilot group to receive on-going training and coaching in Universal Design for Learning (UDL). The pilot group consisted of the following: a first grade teacher, a second grade teacher, a sixth grade teacher, the school’s technology teacher, a special education teacher and two administrators. This pilot group worked with CAST, a nonprofit education research and development organization based in Boston. The group participated in multiple webinar trainings and CAST sent a coach to the site on three different occasions to observe lessons and provide feedback.

Last summer, and again this summer, CSMH sent a team of teachers to PBL World. These teachers either attended the upper level PBL workshop in order to dive deeper into PBL or the coaching workshop in order to provide continuous on-site support to staff.

In terms of accomplishments on the School Dashboard, progress was made in the following areas from 2017 to 2018:

English Language Arts:

- All students in grade 3rd-8th increased 6 points from the previous year on the Smarter Balanced English Language Arts summative assessment.
- Students exceeded Level 3 (Standard Met) by 60.9 points ("very high" status). Therefore, the aggregate of all students is represented by "blue" on the CA Dashboard.

Mathematics:

- All students in grade 3rd-8th increased 19.2 points from the previous year on the Smarter Balanced mathematics summative assessment.
- Students exceeded Level 3 (Standard Met) by 46.4 points ("very high" status). Therefore, the aggregate of all students is represented by "blue" on the CA Dashboard. From 2017-2018, CSMH moved from “high” to “very high” status or from “green” to “blue” on the CA Dashboard.

Greatest Needs

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

The vast majority of CSMH’s performance indicators were in the “blue” area on the CA Dashboard. The one indicator that was in the “orange” area was chronic absenteeism by students with disabilities.

CSMH has identified these specific students and is working closely with parents to increase their attendance rates.

Going through the WASC process, CSMH developed the following goals:

WASC goal #1 - Provide all students with a rigorous math program that supports the Common Core State Standards, improves mathematical achievement and encourages real world, inquiry-based problem solving. (aligns with LCAP goal #1)

WASC goal #2 - Provide all students with a challenging language arts program that supports the Common Core State Standards, engages students and encourages real world, inquiry-based problem solving. (aligns with LCAP goal #1)

WASC goal #3 - All students will participate in a robust science and engineering curriculum that leads toward mastery of the Next Generation Science Standards. (aligns with LCAP goal #1)

WASC goal #4 - Create an assessment portfolio that is consistent with CSMH's teaching methodologies that will be used to inform instruction and improve student learning throughout the grade levels. (aligns with LCAP goal #1)

WASC goal #5 - Collaborate with families as full partners in the education and development of their children. (aligns with LCAP goal #4)

WASC goal #6 - Create personally and socially responsible learners who remain technologically current and effectively utilize technology to access and convey information. (aligns with LCAP goal #3)

The WASC goals and the actions plan align with the LCAP. Providing staff with professional development opportunities, time and resources to successfully implement the LCAP and WASC goals are our greatest needs.

The recently trained cohort of teachers and administrators will work with other staff members in the upcoming school year on implementing UDL strategies in every CSMH classroom.

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

All students scored "very high" in English Language Arts and mathematics and there were no academic performance gaps evident on the CA Dashboard. However, CSMH did look specifically at the scores of each student with an IEP and has determined that this is an area where a performance gap exists.

CSMH will continue to provide professional development to the special and general education staff on strategies and instructional practices that have been successful with students with disabilities. The primary focus will be on implementing UDL strategies. In addition, the School has purchased two resources to assist teachers:

Goalbook Pathways – this software program is a tool for teachers. It provides them with information about best teaching practices, strategies to assist them in identifying learning barriers and classroom-ready resources that support all learning levels.

Goalbook Toolkit – this software program is specifically for the special education teachers. It provides them with instructional suggestions that align to UDL and reduces potential barriers to learning. In addition, it helps the special education team design learning targets and write meaningful goals and instructional plans.

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.

CSMH has not been identified for CSI.

Support for Identified Schools

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

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

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 6,413,876
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 5,489,485

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

General ongoing costs such as other operating expenses, facilities and equipment maintenance are not included in the CSMH LCAP. The LCAP accounts for use of approximately 86% of the total funding of which 84% comes from the LCFF revenue of \$5,369,734.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 5,369,734

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

CSMH will provide students with an academically challenging core curriculum that utilizes Common Core State standards and Next Generation Science standards and will recruit and retain highly qualified professionals to teach the curriculum. Project-based learning will serve as the primary instructional strategy and students will demonstrate academic growth through multiple forms of assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Access to Services, 2. Implementation of State Standards, 3. Parental Involvement, 4. Student Achievement and 6. School Climate

Local Priorities:

WASC goal #1 – Provide all students with a rigorous math program that supports the Common Core State Standards, improves mathematical achievement and encourages real world, inquiry-based problem solving.

WASC goal #2 – Provide all students with a challenging language arts program that supports the Common /Core State Standards, engages students, and encourages real world, inquiry-based problem solving.

WASC goal #3 – All students will participate in a robust science and engineering curriculum that leads toward mastery of the Next Generation Science Standards

WASC goal #4 – Create an assessment portfolio that is consistent with CSMH's teaching methodologies that will be used to inform instruction and improve student learning throughout the grade levels.

Annual Measurable Outcomes

Expected

Every grade level will continue to present, at a minimum, one project each year to the staff and will receive feedback through the tuning protocol process.

A portfolio of projects will be developed, and each grade level will contribute, at a minimum, two project plans.

Actual

This school year, the staff was divided into three small groups so that grade level teams would have an opportunity to participate in multiple tuning protocols and receive feedback in a more intimate environment and from colleagues that taught similar age students. The groups were broken down into K-2nd grades, 3rd-5th grades, and 6th-8th grades. In addition, enrichment and special education teachers were assigned

Expected

Actual

	<p>to one of the groups. The groups met on the following Wednesdays – 9/26/18, 10/24/18, 11/28/18, 12/12/18, 1/23/19, 2/6/19, 3/13/19, 4/17/19, and 5/8/19. The following is a</p> <p>CSMH has created a portfolio of projects that support the Common Core State Standards and the Next Generation Science Standards. Every grade level has multiple projects in this portfolio.</p>
<p>Increase the percentage of all students meeting or exceeding standards.</p>	<p>In 2017, 79.15% of students in 3rd-8th grades met or exceeded standards in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP). In 2018, 81.03% of students in 3rd-8th grades met or exceeded standards, representing an overall percentage increase of 1.88%.</p>
<p>Increase the percentage of all students meeting or exceeding standards.</p>	<p>In 2017, 71% of students in 3rd-8th grades met or exceeded standards in mathematics on CAASPP. In 2018, 72.84% of students in 3rd-8th graders met or exceeded standards, representing an overall percentage increase of 1.84%.</p>
<p>Continue the use of common math and ELA benchmark assessments. Use this data to drive instruction.</p>	<p>CSMH continued to use the Developmental Reading Assessment (DRA) for all students in K-6th grades. This assessment is given at three different times during the school year and is used by teachers to guide reading instruction.</p> <p>CSMH purchased and used Reflex Math. This program provided basic computational fact practice for students and allowed teachers to track each student’s fluency rates.</p>
<p>Have less than 2% chronically absent students</p>	<p>At the end of the 2018-2019 school year, CSMH had 12 chronically absent students which represents 1.83% of the student population.</p>
<p>All students will continue to have access to standards aligned instructional materials and projects.</p>	<p>All students continue to have access to standards aligned instructional materials and projects.</p>
<p>Maintain 100% fully credentialed core academic teachers</p>	<p>All CSMH’s core academic teachers are credentialed and have BCLAD or CLAD certifications. One first grade teacher held an intern credential.</p>

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 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will continue to retain and/or hire highly qualified classroom teachers that are committed to the School's mission and vision.</p> <p>CSMH will continue to evaluate the teacher compensation packages and will make every effort to remain competitive with local districts.</p> <p>CSMH will continue to implement the performance based pay system and will make revisions to the plan to further clarify and improve it.</p> <p>CSMH teachers will continue to write yearly SMART goals that demonstrate that they are implementing the Common Core State Standards and the Next Generation Science Standards.</p>	<p>At the end of the 2017-2018 school year, we had one teacher retire and one teacher approved for a leave. We hired two new teachers (Spanish and 4th grade), including one who was a former student at CSMH.</p> <p>100% of CSMH's core academic teachers hold the appropriate California teaching credential(s). All credentialing information and other state requirements (TB tests, First Aide, etc.) are tracked by a front office assistant.</p> <p>For 2018-2019 school year, the average salary increase for staff was 3%. It was allocated to certificated teachers based on the Performance Based Pay Matrix.</p> <p>In October 2018, CSMH distributed Service Appreciation Awards recognizing seven employees with 15-year awards of \$6,000/each and four employees with 10-year awards of \$3,000 (Part-time) or \$5,000.</p> <p>Every fall, teachers submit SMART goals that focus on increasing student achievement and mastery of the State</p>	<p>Amount: \$2,095,665 Source: LCFF Base Budget: Core Salaries</p> <p>Amount: \$125,712 Source: EPA Budget: Core Salaries</p> <p>Amount: \$217,491 Source: One Time Disc Budget: Core Salaries</p> <p>Amount: \$1,201,289 Source: LCFF Base Budget: EE Benefits</p> <p>Amount: \$25,500 Source: LCFF Base Budget: Higher Ed Supp</p> <p>Amount: \$39,004 Source: Foundation Grant:</p>	<p>Amount: \$2,299,788 Source: LCFF Base Budget: Core Salaries</p> <p>Amount: \$126,840 Source: EPA Budget: Core Salaries</p> <p>Amount: \$115,389 Source: One Time Disc Budget: Core Salaries</p> <p>Amount: \$1,172,350 Source: LCFF Base Budget: EE Benefits</p> <p>Amount: \$27,728 Source: LCFF Base Budget: Higher Ed Supp</p> <p>Amount: \$35,455 Source: Foundation Grant</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Standards. At the end of the year, all staff members meet with administration to debrief on their SMART goals and to share the required documentation as outlined in the School's Performance Based Pay Plan.	Budget: Service Appreciation & Benefits	Budget: Service Appreciation – STRS Staff & Benefits

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH teachers will continue to use project based learning as their primary instructional strategy. They will continue to develop and refine standards-based projects.</p> <p>CSMH teachers will continue to use the scopes developed in English Language Arts, mathematics and science to guide instruction</p> <p>CSMH will purchase a new data analysis program. Staff will be trained on how to use the program.</p> <p>CSMH teachers will continue to analyze data from the state tests and local assessments and will use this information to drive instruction.</p> <p>CSMH teachers will continue to develop summative and formative assessments that measure student achievement and that are</p>	<p>PBL is the primary instructional strategy used at the school. Teachers long term plans and the project plans they develop reflect the standards-based projects that are designed and implemented every year. During Fall and Spring Exhibition, projects are displayed for public view. Teachers also share their projects with one another during the tuning protocol process. The following are just a sampling of projects completed at each grade level:</p> <p>Kinder – Broadway Bug Bonanza, Holiday Float Parade, Fairy Tale Habitats</p> <p>First Grade – Animal Adaptions, Then and Now Days, Engineering</p> <p>Second Grade – Habitats, Heroes, Ellis Island Day/Ancestry</p> <p>Third Grade – Native American History, Morgan Hill's Farming Roots, Community Values</p>	<p>Amount: No Specific Allocation</p> <p>Source:</p> <p>Budget: Regular</p>	<p>Amount: \$6,984</p> <p>Source: LCFF Base</p> <p>Budget: Computer Software – EdTec Data Analysis</p> <p>Amount: \$1,200</p> <p>Source:</p> <p>Budget: Dues & Memberships</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>reflective of the School's Student Learning Outcomes (SLOs).</p> <p>CSMH teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and performance assessments.</p> <p>CSMH will implement the WASC action plan that is reflective of the LCAP.</p>	<p>Fourth Grade – California Missions, Immigration and Gold Rush</p> <p>Fifth Grade – State Board Games, Pilgrims, Colonies, Bridge Engineering</p> <p>Sixth Grade – Purple Balloon Bookstore, Charity evaluations and donations, Ancient Chinese Newscast, Greek Economy and Festival</p> <p>Seventh Grade – A Christmas Carol Project, Gattaca, Connecting China</p> <p>Eighth Grade – Holocaust, Reader/Writer Project, Amusement Park, Spanish Superhero, Exit project</p> <p>All teachers are provided with scopes in English Language Arts, mathematics and science. These scopes are accessible to the teachers on the School's website in the password protected staff area. The yearlong plans teachers are required to submit reflect these scopes and the state standards.</p> <p>CSMH purchased the EdTec IO Education System for data analysis. This system uses a variety of data collection processes and uploads this information into one powerful analytics platform, including classroom data, school assessments and benchmarks, state assessment data, demographics, Response to Intervention information, etc. It enables administrators and teachers to utilize powerful filters and</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>analyze student achievement, set goals, track progress and view individual student and overall school performance.</p> <p>Staff underwent training on December 19th and began implementation. Teachers and administrators continue to work with IO support staff to refine their understanding of the program and input data.</p> <p>Staff uses data from State tests, local assessments, classroom assessments and student work to inform their instruction. This can be verified by the WASC report and through the SMART goals that are submitted at the end of each school year.</p> <p>CSMH continues its membership in Silicon Valley Math Institute (SVMI). Staff use the resources on the website, attend professional development, and continue to use MARS tasks for both formative and summative assessments.</p>		

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will continue to purchase standards aligned materials that</p> <ul style="list-style-type: none"> provides both print and digital 	<p>Some examples of materials that were purchased this school year that are standards aligned are:</p>	<p>Amount: \$3,000 Source: Lottery Budget: Textbooks</p>	<p>Amount: \$0.00 Source: Lottery Budget: Textbooks</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> access • facilitates hands-on learning and experiments • encourages critical thinking skills • supports differentiation • can be used for RTI 	<ul style="list-style-type: none"> • Reflex math – on-line program that supports basic computational skills • RAZ Kids • Handwriting without Tears • Mystery Science • Scholastic History • Scholastic Science • Brain Pop • Bridges math curriculum • History Alive by TCI • College Preparatory Mathematics 	<p>Amount: \$15,000 Source: Lottery Budget: Instructional Materials</p> <p>Amount: \$7,500 Source: Lottery Budget: Library Books</p> <p>Amount: \$4,671 Source: Lottery Budget: Copies</p>	<p>Amount: \$12,044 Source: Lottery Budget: Instructional Materials and Software</p> <p>Amount: \$31,398 Source: Lottery Budget: Class Supplies</p> <p>Amount: \$490 Source: Lottery Budget: Library Books</p> <p>Amount: \$5,767 Source: Lottery Budget: Copies</p>

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will continue to provide staff development and structured collaboration opportunities pertaining to the standards and effective instructional strategies with the purpose of improving instruction for all students.</p>	<p>CSMH provided numerous staff development opportunities. Built into the yearly schedule were six full and 15 half professional development days. In addition, teachers attended various conferences or took on-line learning classes. Some examples of professional</p>	<p>Amount: \$13,000 Source: LCFF Base Budget: Staff Develop</p> <p>Amount: \$15,000 Source: LCFF Base</p>	<p>Amount: \$11,346 Source: LCFF Base Budget: Staff Develop</p> <p>Amount: \$15,000 Source: LCFF Base</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Substitute teachers will be hired as necessary for release days for professional development.</p> <p>New teachers will participate in the BTSA program and be assigned a mentor.</p>	<p>development that occurred includes but is not limited to:</p> <ul style="list-style-type: none"> • Kinder Conference • PBL World • Life Lab Training • ASCD professional development video program • DRA training • Reflex math training • Goalbook Pathways training • Goalbook Toolkit training • Managing Serious Behavior training • Universal Design for Learning (UDL) presentation, webinars and coaching • Emotional Intelligence workshop <p>The UDL pilot group had release days in order to participate in webinar trainings and to observe one another. During observation days, each teacher would teach a lesson that incorporated UDL strategies. The group and trainers would observe the lesson and provide positive and constructive feedback.</p> <p>BTSA Training though the Sonoma County Office of Education North Coast Beginning Teacher Program was provided to three teachers.</p>	<p>Budget: Travel/Conf/Workshops</p> <p>Amount: \$77,044 Source: REAP Grant Budget: Core Salaries</p> <p>Amount: \$3,029 Source: LCFF Base Budget: Core Salaries</p> <p>Amount: \$7,000 Source: LCFF Base Budget: Staff Devel – BTSA (2)</p>	<p>Budget: Travel/Conf/Workshops</p> <p>Amount: \$75,412 Source: REAP Grant Budget: Core Salaries</p> <p>Amount: \$15,468 Source: LCFF Base Budget: Core Salaries</p> <p>Amount: \$10,141 Source: LCFF Supp Budget: Core Salaries</p> <p>Amount: \$4,181 Source: LCFF Base Budget: Substitutes</p> <p>Amount: \$10,500 Source: LCFF Base Budget: Staff Devel – BTSA (3)</p>

Analysis

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

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

Actions and services were implemented as planned. The rate of teacher retention is extremely high at CSMH, with most teachers leaving because they have reached retirement age or are taking a leave from teaching to be home with their children. CSMH provides a culture in which staff members feel valued and empowered. Teachers are encouraged to take educational risks in their classrooms and can focus on the needs of their students. Compensating employees continues to be a high priority for the CSMH Board of Directors and the administration. The administration continues to review salaries and benefits to ensure that they are fair and competitive.

CSMH teachers continue to develop and implement standards-based projects and use other standards aligned supplemental materials. Teachers use formative and summative assessments to inform their instruction and to meet individual student needs. CSMH students continue to show academic success on various assessments.

CSMH staff are provided with multiple professional development opportunities.

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

The actions and services to achieve the articulated goal have been effective. CSMH continues to retain staff that are highly qualified and appropriately credentialed. CSMH continues to provide effective, standards-aligned curriculum and instruction to students. Assessments indicate that students continue to make academic gains.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In total, our expenditures on Goal #1 in 2018-2019 exceeded our LCAP projections by \$127,576. We received \$102,102 less in One Time Discretionary funding that was intended to be applied to Core Salaries. LCFF funding in excess of the budget (\$84,576) and additional Lottery funding of \$57,405 allowed us to make up that difference.

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

There was a minor modification made in the wording of this goal. There were some modifications and updates made to the actions and services.

Goal 2

CSMH is committed to the whole child philosophy and provides the social/emotional support and tiered instruction necessary for students to learn and thrive. The School will continue to attract and retain high quality enrichment and support staff to implement these programs.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Access to Services, 2. Implementation of State Standards, 3. Parental Involvement, 4. Student Achievement, 5. Student Engagement, 6. School Climate and 8. Other Outcomes

Annual Measurable Outcomes

Expected	Actual
Maintain 100% fully credentialed special education teachers	The entire special education team is fully credentialed. In addition, two of our paraprofessionals have associate degrees and seven of them have earned a bachelor's degree.
Maintain 100% of the enrichment teachers having expertise in their area of teaching	Every enrichment teacher has expertise in the area they are teaching and are committed to the mission and vision of CSMH.
Maintain 100% of the support staff being committed to CSMH's mission and vision	The entire support team is committed to the mission and vision of CSMH.
Students will continue to receive enrichment classes. The number of minutes and days per week may change.	The students received the following enrichment classes during the 2018-2019 school year: Kindergarten – Art (40 min. 3 x week), PE (40 min, 3 x week), Music (40 min. 2 x week – 1 semester), Spanish (40 min. 1 x week – 1 semester)

Expected

Actual

	<p>1st and 2nd grades – Music/Art (40 min. 2 x week for 1 semester each), PE (40 min. 3 x week), Spanish (40 min. 2 x week), Ag Science (40 min. 1 x week)</p> <p>3rd and 4th grades – Music/Art (40 min. 2 x week for 1 semester each), PE (40 min. 3 x week), Spanish (40 min. 2 x week), Ag Science (40 min. 1 x week)</p> <p>5th grade – PE (50 min. 3 x week), Technology (50 min. 3 x week), Ag Science (50 min. 1 x week), Spanish (50 min. 5 x week), Music/Art (50 min. 2 x week for 1 semester each)</p> <p>6th grade – PE (50 min. 3 x week), Technology (50 min. 2 x week), Ag. / Nutrition (50 min. 2 x week), Spanish (50 min. 5 x week) Music/Art (50 min. 2 x week for 1 semester each)</p> <p>7th and 8th grades – PE (50 min. 5x week), Shakespeare in Action (50 min. 3x week- 1 semester), Current Events (50 min. 3 x week – 1 semester)</p>
<p>Students in need of extra support will continue to participate in RTI services.</p>	<p>105 students received RTI support through the JumpStart program. 74 students received RTI reading support.</p>
<p>Students, staff and families in need of extra support will continue to participate in counseling services</p>	<p>73 students were seen for individual counseling, 6 groups were run which served 51 participants, push-in support occurred in 4 classrooms, quiet room during lunch time was held 3 times/week and approximately 15-20 students would voluntarily attend.</p>

Actions / Services

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will continue to retain and/or hire special education teachers, support providers and paraprofessionals to deliver</p>	<p>During the 2018-2019 school year, CSMH retained 95% of their special education teachers, enrichment teachers, support providers and paraprofessionals. CSMH</p>	<p>Amount: \$198,316 Source: SPED Funding Budget: SPED Salaries</p>	<p>Amount: \$253,225 Source: SPED Funding Budget: SPED Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>high quality special education services to identified students.</p> <p>CSMH will continue to retain and/or hire highly qualified enrichment teachers that are committed to the School's mission and vision.</p> <p>CSMH will continue to retain and/or hire highly qualified support staff.</p> <p>CSMH will continue to evaluate their compensation package and will make every effort to remain competitive with local districts.</p>	<p>hired a new part time psychologist and new full time Spanish enrichment teacher.</p> <p>CSMH's excellent special education staff consisted of the following during the 2018-2019 school year:</p> <p>1 FTE teacher with a moderate to severe credential</p> <p>1 FTE teacher with a moderate to mild credential</p> <p>1 FTE speech and language pathologist</p> <p>.3 FTE school psychologist</p> <p>.45 FTE occupational therapist (contracted)</p> <p>6 full time paraprofessionals</p> <p>3 part-time paraprofessionals</p> <p>The enrichment staff during the 2018-2019 school year consisted of the following:</p> <p>3.5 FTE physical education teachers</p> <p>3.2 FTE Spanish teachers</p> <p>1 FTE Agriculture Science teacher</p> <p>.8 FTE Computer Science teacher</p> <p>.8 FTE music teacher</p> <p>.8 FTE art teachers</p> <p>1 FTE middle school elective teachers (taught such electives as yearbook, Iron Chef, History of Movies, drama, engineering, technology, leadership, art).</p>	<p>Amount: \$154,398 Source: SPED Funding Budget: SPED Benefits</p> <p>Amount: \$292,497 Source: LCFF Base - Enroachment Budget: SPED Salaries</p> <p>Amount: \$121,350 Source: LCFF Base Budget: Enrichment Salaries</p> <p>Amount: \$574,563 Source: LCFF Base Budget: Admin/Principal/ExDir Salaries</p> <p>Amount: \$16,410 Source: Foundation Grant Budget: Service Appreciation - Admin</p>	<p>Amount: \$152,970 Source: SPED Funding Budget: SPED Benefits</p> <p>Amount: \$228,140 Source: LCFF Base - Enroachment Budget: SPED Salaries</p> <p>Amount: \$231,386 Source: LCFF Base Budget: Enrichment Salaries</p> <p>Amount: \$626,918 Source: LCFF Base Budget: Admin/Principal/ExDir Salaries</p> <p>Amount: \$31,000 Source: Foundation Grant Budget: Service Appreciation – Admin & Enrichment</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>For 2018-2019 school year, the average salary increase for staff was 3%.</p> <p>In October 2018, CSMH distributed Service Appreciation Awards recognizing seven employees with 15-year awards of \$6,000 and four employees with 10-year awards of \$3,000 (part-time) or \$5,000.</p>		

Action 2.2

	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will continue programs that increase the performance of students below grade level in mathematics and/or reading.</p> <ul style="list-style-type: none"> Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math RTI aide will work with students falling below grade level in reading <p>CSMH's special education staff will continue to participate in staff development opportunities provided through the SELPA that focuses on meeting the educational needs of students with disabilities, including inclusion,</p>	<p>At the beginning of August 2018, CSMH offered a two-week Jump Start program. 105 students participated in this program designed for children working below grade level in the areas of reading and/or math.</p> <p>Our Response to Intervention (RTI) specialist has worked throughout the year with students at-risk in the area of reading. She saw a total of 74 students.</p> <p>Our special education team received training and certification in "Managing Severe Behavior." One of our special education teachers was part of the pilot group that received training and coaching in Universal Design for Learning strategies. In addition, CSMH purchased</p>	<p>Amount: \$57,945 Source: LCFF Supplemental Funds Budget: CAMP/RTI Salaries</p> <p>Amount: \$10,354 Source: LCFF Supplemental Funds Budget: Bus</p> <p>Amount: \$10,000 Source: LCFF Supplemental Funds Budget: SPED Staff Dev/Conferences</p>	<p>Amount: \$48,751 Source: LCFF Supplemental Funds Budget: CAMP/RTI Salaries & Benefits</p> <p>Amount: \$9,000 Source: LCFF Supplemental Funds Budget: Bus</p> <p>Amount: \$7,500 Source: LCFF Supplemental Funds Budget: SPED Staff Dev/Conferences</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>differentiation, writing appropriate goals and accommodations.</p> <p>CSMH will continue to provide behavioral and social-emotional support for students, staff and families (counselor, interns, psychologist).</p>	<p>Goalbook Toolkit. This program supports special education staff with writing appropriate goals and differentiation. The team of special education teachers received training on how to best use and implement this new tool.</p> <p>Our counseling team, which consists of a part time MFTT counselor and two interns, provided behavioral and social emotional support to many students. The following is a breakdown of their services:</p> <ul style="list-style-type: none"> • 73 students were seen in individual counseling • six different groups were run which served 51 participants • provided push-in support in 4 classrooms, staffed the quiet room during lunch time three times/week and approximately 15-20 students would voluntarily attend • met with multiple parents and staff members 	<p>Amount: \$45,286 Source: LCFF Base Budget: Counselor, Psych, Intern Sal</p> <p>Amount: \$49,658 Source: SPED Funding Budget: Counselor, Psych, Intern Sal</p>	<p>Amount: \$12,801 Source: Low Performing Student Block Grant Budget: Instructional Software</p> <p>Amount: \$2,605 Source: Classified EE Professional Block Grant Budget: SPED Staff Development</p> <p>Amount: \$51,589 Source: LCFF Base Budget: Counselor, Psych, Intern Sal</p> <p>Amount: \$28,385 Source: SPED Funding Budget: Counselor, Psych, Intern Sal</p>

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Enrichment staff will be provided the materials necessary to support their program</p>	<p>Some examples of materials that were purchased this year to support our enrichment programs include:</p>	<p>Amount: \$5,400 Source: LCFF Base Budget: Class Supplies</p>	<p>Amount: \$5,400 Source: LCFF Base Budget: Class Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • cooking supplies • food for iron chef and nutrition • 3D printers and materials • PE equipment • PE uniforms • art supplies • wireless microphones • music supplies • plants, seeds, soil, hay • vet costs 		

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.

CSMH has created a robust enrichment program that offers students a well-rounded educational experience. In grades K-8, students have Spanish and physical education classes taught by qualified enrichment teachers. In K-6, students also have art and music/drama classes that are taught by teachers with expertise in area. They also participate in an Agriculture Science program that offers them the unique opportunity to learn about plants, tend to the gardens and an orchard, care for the animals (goats, chickens, pigs) and participate in various learning labs and projects that support grade level standards. In 5th and 6th grades, students attend computer classes that teach them coding, robotics, web development, augmented reality, 3D printing, and other evolving technologies. In 6th grade, students take a yearlong nutrition course that teaches them about healthy life choices and the complexities of food science. In middle school, students have several electives to choose from such as yearbook, leadership, introduction to engineering, technology, Iron Chef, veterinary science, art, drama, etc.

CSMH has created a strong special education program to meet students' needs. Students with moderate to severe disabilities are successfully mainstreamed into general education classes. The entire special and general education staff collaborate to meet the goals outlined in each student's individual education plan (IEP). In addition, students that are not reaching grade level standards are provided with additional support through the JumpStart summer program and reading intervention programs. Classroom teachers also differentiate and scaffold instruction to meet the various needs of students.

Not only do the classroom teachers address students' social and emotional needs, but CSMH also offers on-site counseling. The counseling team meets with students individually and in small groups. They also regularly work with parents and offer them support and resources.

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

The actions and services to achieve the articulated goal have been successful. CSMH has incredible enrichment and support staff that provide a well-rounded educational program for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures on Goal #2 exceeded our 2018-2019 LCAP projection by \$153,493. We allocated more than expected funding to staff development in the area of Universal Design of Learning. We also allocated more than budgeted to salaries, which increased benefits, to ensure we are competitive with other districts.

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.

There were no changes made to this goal. There were some modifications and updates made to the actions and services.

Goal 3

CSMH will create a safe and modern learning environment for our community and continue to provide students with 21st century learning tools.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priorities: 1. Basic Access to Services, 2. Implementation of State Standards, 3. Parental Involvement, 4. Student Achievement, 6. School Climate and 8. Other Outcomes

Local Priorities: WASC goal #6 - Create personally and socially responsible learners who remain technologically current and effectively utilize technology to access and convey information.

Annual Measurable Outcomes

Expected	Actual
<p>Maintain a 1:1 device to student ratio in 2nd-8th grades</p> <p>Purchase tablets to be used in the Kinder and 1st grade classrooms</p>	<p>All students in 2nd – 8th grades have continued to have 1:1 Chromebooks.</p> <p>Each 1st grade classroom was provided with 8 Chromebooks that could be utilized by small groups.</p> <p>Each kindergarten classroom has access to approximately 10 ipads.</p>
<p>Technology tools will be maintained and updated as needed.</p>	<p>All classrooms continue to have Smartboards, mounted projectors and document cameras. In addition, a minimum of at least one large flat screen panel was mounted in each classroom and, teachers that wanted additional flat screens were provided with them.</p>
<p>Research and choose a Digital Citizen Curriculum</p>	<p>CSMH has researched some available Digital Citizen curriculums.</p>
<p>Finalize the long-term facility needs for CSMH</p>	<p>CSMH received planning funds from Proposition 51 to begin evaluating and implementing their long-term facility needs.</p>

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will begin to work on long-term facility plans with MHUSD as per Proposition 51.</p> <p>CSMH will work with MHUSD to improve the agriculture science area and explore the possibility of adding a barn type structure.</p>	<p>CSMH began evaluating its long-term facility plan. CSMH and MHUSD negotiated the required facility use agreements in order to receive Proposition 51 planning funds. CSMH has received \$1,379,942 for planning and has begun the process of determining priorities and developing a project plan.</p>	<p>Amount: \$32,301 Source: LCFF Base Budget: Admin/Ex Dir/Prin Salaries</p> <p>Amount: \$18,643 Source: LCFF Base Budget: Core Salaries</p>	<p>Amount: \$18,850 Source: LCFF Base Budget: Core Salaries</p> <p>Amount: \$1,844 Source: REAP Grant Budget: Computer Software</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will work with MHUSD on improving the safety and security of the fencing in the front of the school.</p>	<p>CSMH has done some preliminary planning around adding a barn type structure to the agriculture science area. CSMH recognized the large cost of this project and has written grants in hopes of receiving some money to support this project.</p> <p>CSMH replaced the chain link fence in front of the school with a wrought iron six-foot-high fence. This fence includes entrance gates that are locked and require a code or visitors to be buzzed in by the office.</p> <p>CSMH uses the One Call Now system to quickly get messages to parents. The Ident-a-Kid Visitor Management System is used to identify all visitors on campus. The system provides an immediate background check.</p>		<p>Amount: \$47,090 Source: Foundation Grant Budget: Capital Asset</p>

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will purchase replacement Chromebooks, as necessary.</p> <p>CSMH will continue to purchase, repair and/or upgrade technology equipment (i.e. projectors, document cameras, Smart boards, printers, etc.)</p>	<p>CSMH purchased 50 new Chromebooks this school year to replace broken or outdated machines.</p> <p>CSMH purchased two new protectors and two new document cameras to replace outdated or broken equipment. In addition, CSMH purchased flat screen</p>	<p>Amount: \$15,000 Source: REAP Grant Budget: Computer Hardware & Eq</p> <p>Amount: \$20,000 Source: REAP Grant</p>	<p>Amount: \$13,119 Source: REAP Grant Budget: Computer Hardware & Eq</p> <p>Amount: \$21,669 Source: REAP Grant</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will continue to purchase software and licenses to support the School's technology.</p> <p>CSMH will purchase tablets for the kindergarten and 1st grade classrooms</p>	<p>monitors for the classrooms. This purchase included:</p> <p>45 - 46" monitors 19 - 55" monitors 2 - 65" monitors 1 - 70" monitors</p> <p>Also purchased was all the necessary mounting hardware.</p> <p>Each 1st grade classroom received eight Chromebooks. Kindergarten classes have access to iPads.</p>	<p>Computer Software</p>	<p>Budget: Computer Software</p> <p>Amount: \$20,000 Source: Foundation Grant</p> <p>Budget: Computer Hardware</p>

Analysis

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

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

CSMH students and staff continue to have access to the technology tools they need to support effective instruction and learning. CSMH also continues to slowly improve the physical environment.

CSMH applied for Proposition 51 funding and was awarded a rehabilitation grant. This future money will allow the school to make some significant upgrades to the restroom facilities and old portable classrooms.

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

The actions and services to achieve the articulated goal have been effective. CSMH continues to make improvement to the facility and grounds.

CSMH maintains an attendance rate of over 97%, has 0 expulsions, and extremely few to no suspensions each year. These numbers indicate that students feel safe and want to attend school. CSMH has provided teachers and students with 21st century learning tools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures on Goal #3 exceeded the LCAP projections by \$85,944. The primary reason for this is \$47,090 in grant funds that CSMH received from the CSMH Foundation to construct a new fence. Grants also provided funding for \$20,000 to allow CSMH to take advantage of an opportunity to purchase a large number of almost new monitors for every classroom and \$13,000 to expand Chromebooks for kindergarten and 1st grades.

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.

There were no changes made to this goal. There were some modifications and updates made to the actions and services.

Goal 4

CSMH will engage all families as essential partners and encourage consistent participation in School experiences that support student success.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priorities: 4. Student Achievement, 5. Student Engagement, 6. School Climate, 7. Course Access, and 8. Other Outcomes

Local Priorities: WASC goal #6 - Create personally and socially responsible learners who remain technologically current and effectively utilize technology to access and convey information.

Annual Measurable Outcomes

Expected

Offer at least 3 educational opportunities for parents

Actual

CSMH offered a variety of educational opportunities for parents.

Expected

Actual

Evaluate the use of the website and social media and determine if parents are utilizing it as a communication tool.

CSMH updated its website and social media on a regular basis and used these forms of communication to highlight events and accomplishments throughout the school year.

Actions / Services

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will develop family engagement systems and activities that create strong supports for teaching, learning and students achievement (Community Liaison and Outreach Coordinator).</p> <p>CSMH will create a year-long schedule for varied parent workshops and trainings.</p> <p>CSMH will purchase Ready4K – a software program providing text messages to parents to guide them in techniques to support student learning.</p>	<p>Some events that were held this school year to promote family engagement and/or student achievement were:</p> <ul style="list-style-type: none"> • Spanish Fiesta – September • Trunk or Treat – October • Grade level gatherings with Paige and Susan • World Read Aloud Day – February • We Love our Community/Chores for Change supporting the Children’s Community Charter School of Paradise CA which was burned in the Camp Fire - February • Family Bingo - March • Family movie night - April • Sweet Deals on Wheels – April • Musical and theatrical performances • Bike to School Day - May • Parent/volunteer appreciation breakfast – May • Parent resource table hosted by Counselor and Interns - May 	<p>Amount: \$4,956 Source: LCFF Base Budget: Community Liaison and Outreach Coordinator</p> <p>Amount: \$35,000 Source: Foundation Grant Budget: Community Liaison and Outreach Coordinator</p>	<p>Amount: \$7,268 Source: LCFF Base Budget: Community Liaison and Outreach Coordinator</p> <p>Amount: \$35,000 Source: Foundation Grant Budget: Community Liaison and Outreach Coordinator</p> <p>Amount: \$2,495 Source: Lottery Budget: Instructional Materials</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- Family Fun Fest – May
- Eight Grade Exit projects – June

CSMH created a schedule for parent workshops and trainings.

CSMH purchased Ready4K. This program sent text messages to parents three times a week and provided suggestions about what they could do at home to support their child(ren). During the year, 31,166 texts were sent to parents with students in grade K-3 and were specific to the age of the student. Instructional prompts included alphabet practice, recognizing numbers, telling time, math facts as well as making friends and building conversational skills.

The following is an example of the type of texts that were sent:

Monday – Fact: In K, kids keep getting better at naming shapes! The more they find and name shapes during daily routines, the more they learn what each shape looks like.

Wednesday - Tip: As you are out, ask your child, “Do you think there are more rectangles or triangles on the building?” Challenge them to search, count, and find out!

Friday – Growth: Keep comparing shapes to build math skills for K! Now challenge your child to find out if there are more squares or circles on a parked car or bike.

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CSMH will continue to regularly update the website and will use other forms of social media to communicate with stakeholders.</p> <p>CSMH teachers will all have a webpage that can be accessed through the School's website.</p>	<p>CSMH regularly updated the School's website and social media accounts.</p> <p>Every teacher/grade level has a webpage that is updated on a regular basis. Teachers use their webpages to communicate to parents about projects occurring in the classroom, homework assignments, upcoming field trips and class events, to provide suggestions on how parents can support learning at home, etc.</p>	<p>Amount: \$5,300 Source: LCFF Base Budget: Website</p>	<p>Amount: \$4,307 Source: LCFF Base Budget: Website</p>

Analysis

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

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

CSMH staff and students benefit from the high participation rate by parents. On average, parent volunteers log in approximately 1000 hours each month. They help in the classroom, on special projects, driving and chaperoning field trips, maintaining the school grounds, etc. The School also has an over 90% participation rate by parents at Back to School Night, the Fall Exhibition and the Spring Exhibition.

The CSMH website was recently updated and is much more user friendly. Parents regularly check the website and teachers have developed class and/or grade level websites to provide parents with information about what is occurring in the classroom and upcoming events. Our Community Liaison has done an excellent job updating the School's Twitter and Facebook accounts. Through social media, CSMH is able to keep parents informed about upcoming events and share with them the exciting learning opportunities that are happening every day for students.

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

The actions and services to achieve the articulated goal have been successful. CSMH staff and students benefit from a supportive parent community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for Goal #4 were basically on target with the 2018-2019 LCAP. Actual expenditures exceeded the plan by \$3,814. The difference is due to the expenditure of \$2,495 which was made for the Ready4K text messaging software.

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.

There were no changes made to this goal. There were some modifications and updates made to the actions and services.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Involvement Process:

Parent participation has always been a key component of the Charter School of Morgan Hill's (CSMH) mission and vision. When enrolling in the School, parents commit to be a partner in their child's education and to actively support the School. We benefit from an involved community that represents the entire student population including low income families, English learners and students with disabilities.

CSMH involves all of their stakeholders in the evaluation and revisions of the Local Control Accountability Plan (LCAP). The following is a list of the groups and their roles in the process:

CSMH Board of Directors - The CSMH Board of Directors consists of two to three community members, two to three parents and one staff member. The members of the CSMH nonprofit corporation (families and staff members) vote for the Directors. Directors serve for two years and are limited to two consecutive terms. Throughout the school year, the Board reviews the current LCAP goals and the financials. In the Spring, the Board begins discussing the possible changes to the goals and reviews drafts of the LCAP. Board meeting agendas are always published and the community is encouraged to attend the meetings and provide input.

Local Control Funding/Budget Advisory Committee - This Board-appointed committee meets to help with the development of the LCAP. They review parent surveys, have discussions regarding school priorities, and use that feedback to develop LCAP drafts. The Committee consists of parents, teachers, administrative staff, community representatives, a CSMH Board representative and the School's CFO, who is the chairperson.

Whole School Input - The staff continually plays an integral role in reviewing and revising the LCAP. Every May, CSMH holds an annual State of the School meeting. This meeting is well attended with representation by the majority of CSMH families and most of the

staff. An overview of the LCAP and LCFF funding and preliminary budget forecast is presented. Information about the eight state priorities is shared, and parents have an opportunity to give input about the School's current goals and suggest future goals.

Annual Update:

CSMH is in need of consistent data in all core subject areas that is useful for improving and planning our programs, and for meeting individual student needs. The following groups participated in the LCAP process:

CSMH Board of Directors - In August, the Executive Director met with each of the newly elected Board members, provided them a copy of the LCAP and discussed the importance of this document. The School's CFO provided a financial report to the Board of Directors at each of their monthly meetings to help ensure that expenditures were consistent with the LCAP. The LCAP was also specifically discussed by the Board during the following 2018-2019 meetings: 12/12/18 – discussed CA Dashboard and local indicators, 1/22/19 – Appointment of the LCAP/Budget Advisory Committee; 3/26/19 – Discussion and Public Comment; 4/23/19 – Discussion and Public Comment; 5/28/19 – Discussion and Public Comment, 6/25/19 – Public Hearing and approval of LCAP. The Board of Directors approved the 2018-2019 LCAP on June 25, 2019, prior to the approval of the 2018-2019 budget.

Local Control Funding/Budget Advisory Committee - This Board-appointed committee assisted with the review and updates to the LCAP. They had discussions pertinent to school priorities and provided feedback regarding the LCAP to stakeholders. The 2018-2019 Committee consisted of thirteen members including three parents, four teachers, one administrative staff member, three community representatives, one CSMH Board representative and the CFO, who is the chairperson. The Committee met in 2019 on February 12, April 24, May 21, June 4 and June 19.

Staff Input - The staff is continuously discussing and implementing the WASC action plan and the LCAP. Something pertaining to these plans is discussed at every staff meeting.

Whole School Input - On May 28, 2019, CSMH held the annual State of the School meeting. Over 200 families and most of the staff attended this meeting. Updates regarding WASC, the LCAP and the budget were presented. In addition, an LCAP update was included in the Friday electronic folder for four consecutive weeks. Each week, one goal was highlighted, and parents were asked to comment on that specific goal. At the end of the 4th week, after all goals and actions plans had been presented in the Friday Folder, parents and staff were asked to share their perspective as to how successful CSMH had been in achieving the goals, and if they were the right goals for the School. Eighty-five people responded to the survey and over 90% of the responders felt CSMH was doing an

excellent job on achieving the goals and 99% felt they were the correct goals. The responders were also asked to rank the goals in order of importance. Their rankings came out in the same sequence as the way the goals are presented in this LCAP.

Impact on LCAP and Annual Update

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

The process of eliciting input from all our stakeholders – community, Broad members, parents, staff, administration and students – provides a multitude of opportunities for people to share their thoughts about the goals and actions in the LCAP. Also, having recently gone through the WASC process, the school community was very involved at examining the School's areas of strength and growth. The WASC action plan and the LCAP are closely aligned. One example of the impact these consultations had on the LCAP can be found in Goal #1. The wording, though minor, was a suggestion that came from a stakeholder through the survey that was administered.

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.

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

Modified Goal

Goal 1

CSMH will provide students with an academically challenging core curriculum that utilizes Common Core State standards and Next Generation Science standards and will recruit and retain highly qualified professionals to teach the curriculum. Project-based learning will serve as the primary instructional strategy and students will demonstrate academic improvement through multiple forms of assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Access to Services, 2. Implementation of State Standards, 3. Parental Involvement, 4. Student Achievement and 6. School Climate

Local Priorities:

WASC goal #1 – Provide all students with a rigorous math program that supports the Common Core State Standards, improves mathematical achievement and encourages real world, inquiry-based problem solving.

WASC goal #2 – Provide all students with a challenging language arts program that supports the Common /Core State Standards, engages students, and encourages real world, inquiry-based problem solving.

WASC goal #3 – All students will participate in a robust science and engineering curriculum that leads toward mastery of the Next Generation Science Standards

WASC goal #4 – Create an assessment portfolio that is consistent with CSMH's teaching methodologies that will be used to inform instruction and improve student learning throughout the grade levels.

Identified Need:

SBAC scores indicate that there is still room for growth in both mathematics and English Language Arts.

All students are not meeting or exceeding grade level standards in the area of math. Some students lack basic computational skills and automaticity making higher level math difficult for them.

There needs to be a consistent and progressive Language Arts program, as well as a commitment to teaching Language arts standards across the curriculum.

California has adopted new NGSS and our teaching staff needs the training and curricular resources (especially in the area of engineering) in order to teach these standards in a project-based learning format. In order to be college and career ready in the 21st century, students need to deepen their understanding of scientific ideas by engaging in practices that scientists and engineers use.

CSMH is in need of consistent data in all core subject area that is useful for improving and planning our program, and for meeting individual student needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Projects that support the Common Core State Standards and the Next Generation Science Standards</p>	<p>Every grade level team (K-8th) participates in one tuning protocol each year.</p>	<p>Every grade level presented one project to the staff and received feedback through the tuning protocol process. The dates that each grade level presented were: Kindergarten – 10/25/17 1st grade – 2/7/18 2nd grade – 11/29/17 3rd grade – 4/18/18 4th grade – 11/8/17 5th grade – 2/28/18 6th grade – 1/10/18 Middle school – 5/23/18</p>	<p>The staff was divided into three small groups so that grade level teams would have an opportunity to participate in multiple tuning protocols and receive feedback in a more intimate environment and from colleagues that taught similar age students. The groups were broken down into K-2nd grades, 3rd-5th grades, and 6th-8th grades. In addition, enrichment and special education teachers were assigned to one of the groups. Every grade level presented</p>	<p>[Add outcome here]</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>CSMH has developed an online portfolio of projects and at least one project from each grade level is included in this portfolio.</p>	<p>approximately three times. The groups met on the following Wednesdays – 9/26/18, 10/24/18, 11/28/18, 12/12/18, 1/23/19, 2/6/19, 3/13/19, 4/17/19, and 5/8/19.</p> <p>CSMH has created a portfolio of projects that support the Common Core State Standards and the Next Generation Science Standards. Every grade level has multiple projects in this portfolio.</p>	
<p>Students meeting or exceeding standards in English Language Arts based on the California Assessment of Student Performance and Progress (CAASPP)</p>	<p>2016 - ELA 75% 2017 - ELA 79.15%</p>	<p>In 2016, 75% of students in 3rd-8th grades met or exceeded standards in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP). In 2017, 79.15% of students in 3rd-8th grades met or exceeded standards, representing an overall percentage increase of 4.15%.</p>	<p>In 2017, 79.15% of students in 3rd-8th grades met or exceeded standards in English Language Arts on the California Assessment of Student Performance and Progress (CAASPP). In 2018, 81.03% of students in 3rd-8th grades met or exceeded standards, representing an overall percentage increase of 1.88%.</p>	<p>Increase the percentage of all students meeting or exceeding standards.</p>
<p>Students meeting or exceeding standards in math based on the California Assessment of Student Performance and Progress (CAASPP)</p>	<p>2016 - math 71% 2017 - math 65.26%</p>	<p>In 2016, 65.26% of students in 3rd-8th grades met or exceeded standards in mathematics on CAASPP. In 2017, 71% of students in 3rd-8th graders met or exceeded</p>	<p>In 2017, 71% of students in 3rd-8th grades met or exceeded standards in mathematics on CAASPP. In 2018, 72.84% of students in 3rd-8th graders met or exceeded</p>	<p>Increase the percentage of all students meeting or exceeding standards.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		standards, representing an overall percentage increase of 5.74%.	standards, representing an overall percentage increase of 1.84%.	
Use of common math and ELA benchmark assessments and data to drive instruction.	Continue the use of common math and ELA benchmark assessments. Use this data to drive instruction.	CSMH continued to use the Developmental Reading Assessment (DRA) for all students in K-6 th grades. This assessment is given at three different times during the school year and is used by teachers to guide reading instruction. CSMH continued to use TenMarks, an online math assessment and teaching program. This program allows teachers to assign online practice based on individual student needs.	CSMH continued to use the Developmental Reading Assessment (DRA) for all students in K-6 th grades. This assessment is given at three different times during the school year and is used by teachers to guide reading instruction. CSMH purchased and used Reflex Math. This program provided basic computational fact practice for students and allowed teachers to track each student's fluency rates.	Continue the use of common math and ELA benchmark assessments. Use this data to drive instruction.
Chronically absent students (unexcused absences for more than 10% of the school year)	2016 – 12 chronically absent students or	At the end of the 2017-18 school year, CSMH had 11 chronically absent students	At the end of the 2018-19 school year, CSMH had 12 chronically absent students or 1.83%	Have less than 2% chronically absent students
Access to standards aligned instructional materials	All students had access to standards aligned instructional materials and projects.	All students had access to standards aligned instructional materials and projects.	All students had access to standards aligned instructional materials and projects.	All students will continue to have access to standards aligned instructional materials and projects.
Highly qualified, credentialed teachers that are committed to	100% fully credentialed core academic teachers	100% fully credentialed core academic teachers	100% fully credentialed core academic teachers	Maintain 100% fully credentialed core academic teachers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the mission and vision of CSMH			(this includes one 1 st grade teacher with an intern credential)	

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 1.1

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)

All

Location(s):

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

CSMH

Actions/Services 1.1

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

CSMH will continue to retain and/or hire highly qualified classroom teachers that are committed to the School's mission and vision.

CSMH will continue to evaluate the teacher compensation packages and will make every effort to remain competitive with local districts.

2018-19 Actions/Services

CSMH will continue to retain and/or hire highly qualified classroom teachers that are committed to the School's mission and vision.

CSMH will continue to evaluate the teacher compensation packages and will make every

2019-20 Actions/Services

CSMH will continue to retain and/or hire highly qualified classroom teachers that are committed to the School's mission and vision.

CSMH will continue to evaluate the teacher compensation packages and will make every

2017-18 Actions/Services

CSMH will continue to implement the performance-based pay system and will make revisions to the plan to further clarify and improve it.

CSMH teachers will continue to write yearly SMART goals that demonstrate that they are implementing the Common Core State Standards and the Next Generation Science Standards.

2018-19 Actions/Services

effort to remain competitive with local districts.

CSMH will continue to implement the performance-based pay system and will make revisions to the plan to further clarify and improve it.

CSMH teachers will continue to write yearly SMART goals that demonstrate that they are implementing the Common Core State Standards and the Next Generation Science Standards.

2019-20 Actions/Services

effort to remain competitive with local districts.

CSMH will continue to implement the performance-based pay system and will make revisions to the plan to further clarify and improve it.

CSMH teachers will continue to write yearly SMART goals that demonstrate that they are implementing the Common Core State Standards and the Next Generation Science Standards.

Budgeted Expenditures 1.1

Year	2017-18	2018-19	2019-20
Amount	\$2,164,102	\$2,095,665	\$2,198,274
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Core Salaries	Core Salaries	Core Salaries
Amount	\$124,548	\$125,712	\$126,488
Source	Education Protection Account	Education Protection Account	Education Protection Account

Budget Reference	Core Salaries	Core Salaries	Core Salaries
Amount	\$104,783	\$217,491	\$0.00
Source	One Time Discretionary	One Time Discretionary	One Time Discretionary
Budget Reference	Core Salaries	Core Salaries	No funding in 2019-20
Amount	\$881,879	\$1,201,289	\$1,181,960
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$30,000	\$25,500	\$25,656
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Higher Ed Supplement	Higher Ed Supplement	Higher Ed Supplement
Amount		\$39,004	\$11,000
Source		Foundation Grant	Foundation Grant
Budget Reference		Service Appreciation & Benefits	Service Appreciation & Benefits

Action 1.2

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)

All

Location(s):

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

CSMH

Actions/Services 1.2

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

CSMH teachers will continue to use project-based learning as their primary instructional strategy. They will continue to develop and refine standards-based projects.

CSMH teachers will continue to use the scopes developed in English Language Arts, mathematics and science to guide instruction.

CSMH teachers will continue to analyze data from the state tests and local assessments and will use this information to drive instruction.

CSMH teachers will continue to develop summative and formative assessments that measure student achievement and that are

2018-19 Actions/Services

CSMH teachers will continue to use project-based learning as their primary instructional strategy. They will continue to develop and refine standards-based projects.

CSMH teachers will continue to use the scopes developed in English Language Arts, mathematics and science to guide instruction.

CSMH will purchase a new data analysis program. Staff will be trained on how to use the program.

CSMH teachers will continue to analyze data from the state tests and local assessments and will use this information to drive instruction.

2019-20 Actions/Services

CSMH teachers will continue to use project-based learning as their primary instructional strategy. They will continue to develop and refine standards-based projects.

CSMH teachers will continue to use the scopes developed in English Language Arts, mathematics and science to guide instruction.

CSMH teachers will continue to analyze data from the state tests and local assessments and will use this information to drive instruction.

CSMH teachers will continue to analyze data from the state tests and local assessments

2017-18 Actions/Services

reflective of the School’s Student Learning Outcomes (SLOs).

CSMH teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and performance assessments.

CSMH teachers will complete the self-study process for WASC. A WASC visit will occur and the School’s accreditation will be renewed.

2018-19 Actions/Services

CSMH teachers will continue to develop summative and formative assessments that measure student achievement and that are reflective of the School’s Student Learning Outcomes (SLOs).

CSMH teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and performance assessments.

CSMH will implement the WASC action plan that is reflective of the LCAP.

2019-20 Actions/Services

and will use this information to drive instruction.

CSMH teachers will continue to develop summative and formative assessments that measure student achievement and that are reflective of the School’s Student Learning Outcomes (SLOs).

CSMH teachers will continue to have access to Silicon Valley Math Initiative (SVMI) professional development resources and performance assessments.

CSMH will implement the WASC action plan that is reflective of the LCAP.

Budgeted Expenditures 1.2

Year	2017-18	2018-19	2019-20
Amount	No Specific Allocation	No Specific Allocation	\$1,200
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Core Salaries	Core Salaries	Dues & Memberships
Amount	No Specific Allocation	No Specific Allocation	\$6,984
Source	LCFF Base	LCFF Base	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	Core Salaries	Core Salaries	Computer Software

Action 1.3

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	CSMH
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Actions/Services 1.3

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
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2017-18 Actions/Services

CSMH will continue to purchase standards aligned materials that

- provides both print and digital access
- facilitates hands-on learning and experiments
- encourages critical thinking skills
- supports differentiation
- can be used for RTI

2018-19 Actions/Services

CSMH will continue to purchase standards aligned materials that

- provides both print and digital access
- facilitates hands-on learning and experiments
- encourages critical thinking skills
- supports differentiation
- can be used for RTI

2019-20 Actions/Services

CSMH will continue to purchase standards aligned materials that

- provides both print and digital access
- facilitates hands-on learning and experiments
- encourages critical thinking skills
- supports differentiation
- can be used for RTI

Budgeted Expenditures 1.3

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$3,000	\$3,000
Source	Lottery	Lottery	Lottery
Budget Reference	Textbooks	Textbooks	Textbooks
Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$7,505
Source	Lottery	Lottery	Lottery
Budget Reference	Instructional Materials	Instructional Materials	Instructional Materials
Amount	7,500	\$7,500	\$0.00
Source	Lottery	Lottery	Lottery
Budget Reference	Library Books	Library Books	Library Books
Amount		\$4,671	\$5,000
Source		Lottery	Lottery
Budget Reference		Copies	Copies
Amount			\$15,519
Source			Lottery

Year	2017-18	2018-19	2019-20
Budget Reference			Class Supplies

Action 1.4

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	CSMH
-----	------

Actions/Services 1.4

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

Modified	Unchanged	Unchanged
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2017-18 Actions/Services

CSMH will continue to provide staff development and structured collaboration opportunities pertaining to the standards and effective instructional strategies with the purpose of improving instruction for all students.

Substitute teachers will be hired as necessary for release days for professional development.

2018-19 Actions/Services

CSMH will continue to provide staff development and structured collaboration opportunities pertaining to the standards and effective instructional strategies with the purpose of improving instruction for all students.

Substitute teachers will be hired as necessary for release days for professional development.

2019-20 Actions/Services

CSMH will continue to provide staff development and structured collaboration opportunities pertaining to the standards and effective instructional strategies with the purpose of improving instruction for all students.

Substitute teachers will be hired as necessary for release days for professional development.

2017-18 Actions/Services

New teachers will participate in the BTSA program and be assigned a mentor.

2018-19 Actions/Services

New teachers will participate in the BTSA program and be assigned a mentor.

2019-20 Actions/Services

New teachers will participate in the BTSA program and be assigned a mentor.

Budgeted Expenditures 1.4

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$13,000	\$4,500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Staff Development	Staff Development	Staff Development
Amount	\$3,600	\$15,000	\$15,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Travel/Conf/Workshops	Travel/Conf/Workshops	Travel/Conf/Workshops
Amount	\$77,504	\$77,044	\$87,609
Source	REAP Grant	REAP Grant	LCFF Base
Budget Reference	Core Salaries	Core Salaries	Core Salaries
Amount	\$4,000	\$3,029	\$3,500
Source	LCFF Base	LCFF Base	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	Substitutes	Core Salaries	Substitutes to allow Staff Development
Amount	\$9,000	\$7,000	\$10,500
Source	Teacher Eff Grant 2015-2016	LCFF Base	LCFF Base
Budget Reference	Staff Development	Staff Development-BTSA (2)	Staff Development-BTSA (3)
Amount	\$9,000	\$7,000	\$10,141
Source	Teacher Eff Grant 2015-2016	LCFF Base	LCFF Supplement
Budget Reference	Staff Development	Staff Development-BTSA (2)	Core Salaries & Principal/Ex Dir

Goals, Actions, & Services

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

Unchanged Goal

Goal 2

CSMH is committed to the whole child philosophy and provides the social/emotional support and tiered instruction necessary for students to learn and thrive. The School will continue to attract and retain high quality enrichment and support staff to implement these programs.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Access to Services, 2. Implementation of State Standards, 3. Parental Involvement, 4. Student Achievement, 5. Student Engagement, 6. School Climate and 8. Other Outcomes

Identified Need:

CSMH has developed an inclusive special education program that needs to continue to provide support based on each student's individualized education plan.

The RTI program assists struggling students primarily in the area of reading. CSMH needs to look at programs that will assist students struggling in mathematics.

The counseling program has become extremely important as more and more students come to school with emotional and social needs. Several students struggle with anxiety, depression and impulsivity control.

CSMH has a robust enrichment program. Enrichment teachers need to continue to work closely with core classroom teachers so that they can support the projects and standards that the students are learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Highly qualified, credentialed teachers that are committed to the mission and vision of CSMH	100% fully credentialed special education teachers	100% fully credentialed special education teachers	100% fully credentialed special education teachers	Maintain 100% fully credentialed special education teachers
Highly qualified enrichment teachers that are committed to the mission and vision of CSMH	100% of the enrichment teachers have expertise in their area of teaching	100% of the enrichment teachers having expertise in their area of teaching	100% of the enrichment teachers having expertise in their area of teaching	Maintain 100% of the enrichment teachers having expertise in their area of teaching
Highly qualified support staff that are committed to the mission and vision of CSMH	100% of the support staff are committed to CSMH's mission and vision	100% of the support staff being committed to CSMH's mission and vision	100% of the support staff being committed to CSMH's mission and vision	Maintain 100% of the support staff being committed to CSMH's mission and vision
Enrichment and/or elective classes for all students	Students receive enrichment opportunities in Spanish, PE, music, art, agriculture, technology and nutrition. The frequency and amount of time will vary from year to year.	Students currently receive the following enrichment classes: K-4: Spanish and PE - 3 times weekly for 40 minutes, art and music – 2 times weekly for 40 minutes for a semester, agriculture – 1 time a week for 40 minutes 5th grade: Spanish – 4 times weekly for 50 minutes, PE – 3 times weekly for 50 minutes, technology – 3 times weekly for 50 minutes, art and music 2 times weekly for 50 minutes for a	The students received the following enrichment classes during the 2018-2019 school year: Kindergarten – Art (40 min. 3 x week), PE (40 min, 3 x week), Music (40 min. 2 x week – 1 semester), Spanish (40 min. 1 x week – 1 semester) 1 st and 2 nd grades – Music/Art (40 min. 2 x week for 1 semester each), PE (40 min. 3 x week), Spanish (40 min. 2 x week), Ag Science (40 min. 1 x week)	Students will continue to receive enrichment classes. The number of minutes and days per week may change.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>semester, agriculture – 1 time weekly for 50 minutes</p> <p>6th grade: Spanish – 4 times weekly for 50 minutes, PE – 3 times weekly for 50 minutes, technology – 2 times weekly for 50 minutes, art and music 2 times weekly for 50 minutes for a semester, agriculture and nutrition – 1 time weekly for 50 minutes</p> <p>Middle school: PE – 3 times weekly for 57 minutes, Spanish – every day for 57 minutes, electives – 2 times weekly for 57 minutes</p>	<p>3rd and 4th grades – Music/Art (40 min. 2 x week for 1 semester each), PE (40 min. 3 x week), Spanish (40 min. 2 x week), Ag Science (40 min. 1 x week)</p> <p>5th grade – PE (50 min. 3 x week), Technology (50 min. 3 x week), Ag Science (50 min. 1 x week), Spanish (50 min. 5 x week), Music/Art (50 min. 2 x week for 1 semester each)</p> <p>6th grade – PE (50 min. 3 x week), Technology (50 min. 2 x week), Ag. / Nutrition (50 min. 2 x week), Spanish (50 min. 5 x week) Music/Art (50 min. 2 x week for 1 semester each)</p> <p>7th and 8th grades – PE (50 min. 5x week), Shakespeare in Action (50 min. 3x week- 1 semester), Current Events (50 min. 3 x week – 1 semester)</p>	
Students participating in RTI services	35 students received RTI reading support	97 students received RTI support through the JumpStart program 58 students received RTI reading support	105 students received RTI support through the JumpStart program 74 students received RTI reading support	Students in need of extra support will continue to participate in RTI services

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students, staff and families receiving counseling support	45 students were seen for individual counseling, 3 Social Skills groups which served 25 students	67 students participated in individual counseling services and 40 participated in group counseling. Parents and staff had access to counselors, and many took advantage of the opportunity.	73 students were seen for individual counseling, 6 groups were run which served 51 participants, push-in support occurred in 4 classrooms, quiet room during lunch time was held 3 times/week and approximately 15-20 students would voluntarily attend. Parents and staff had access to counselors, and many took advantage of the opportunity.	Students, staff and families in need of extra support will continue to participate in counseling services

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 2.1

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)

All

Location(s):

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

CSMH

Actions/Services 2.1

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

CSMH will continue to retain and/or hire special education teachers, support providers and paraprofessionals to deliver high quality special education services to identified students.

CSMH will continue to retain and/or hire highly qualified enrichment teachers that are committed to the School’s mission and vision.

CSMH will continue to retain and/or hire highly qualified support staff.

CSMH will continue to evaluate their compensation package and will make every effort to remain competitive with local districts.

2018-19 Actions/Services

CSMH will continue to retain and/or hire special education teachers, support providers and paraprofessionals to deliver high quality special education services to identified students.

CSMH will continue to retain and/or hire highly qualified enrichment teachers that are committed to the School’s mission and vision.

CSMH will continue to retain and/or hire highly qualified support staff.

CSMH will continue to evaluate their compensation package and will make every effort to remain competitive with local districts.

2019-20 Actions/Services

CSMH will continue to retain and/or hire special education teachers, support providers and paraprofessionals to deliver high quality special education services to identified students.

CSMH will continue to retain and/or hire highly qualified enrichment teachers that are committed to the School’s mission and vision.

CSMH will continue to retain and/or hire highly qualified support staff.

CSMH will continue to evaluate their compensation package and will make every effort to remain competitive with local districts.

Budgeted Expenditures 2.1

Year	2017-18	2018-19	2019-20
Amount	\$235,442	\$198,316	\$250,815
Source	SPED Funding	SPED Funding	SPED Funding
Budget Reference	SPED Salaries	SPED Salaries	SPED Salaries
Amount	\$159,737	\$154,398	\$152,970

Year	2017-18	2018-19	2019-20
Source	SPED Funding	SPED Funding	SPED Funding
Budget Reference	SPED Benefits	SPED Benefits	SPED Benefits
Amount	\$250,361	\$292,497	\$228,140
Source	LCFF Base - Encroachment	LCFF Base - Encroachment	LCFF Base - Encroachment
Budget Reference	SPED Salaries	SPED Salaries	SPED Salaries
Amount	\$194,801	\$121,350	\$211,267
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Enrichment Salaries	Enrichment Salaries	Enrichment Salaries
Amount	\$264,816	\$574,563	\$656,414
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Admin Salaries	Admin/Principal/ED Salaries	Admin/Principal/ED Salaries
Amount		\$16,410	\$18,884
Source		Foundation Grant	Foundation Grant
Budget Reference		Service Appreciation – Admin	Service Appreciation – Admin

Action 2.2

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)

All

Location(s):

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

CSMH

Actions/Services 2.2

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

CSMH will continue programs that increase the performance of students below grade level in mathematics and/or reading.

- Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math
- RTI aide will work with students falling below grade level in reading

CSMH's special education staff will continue to participate in staff development opportunities provided through the SELPA that focuses on meeting the educational needs of students with disabilities, including inclusion, differentiation, writing appropriate goals and accommodations.

2018-19 Actions/Services

CSMH will continue programs that increase the performance of students below grade level in mathematics and/or reading.

- Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math
- RTI aide will work with students falling below grade level in reading

CSMH's special education staff will continue to participate in staff development opportunities provided through the SELPA that focuses on meeting the educational needs of students with disabilities, including inclusion, differentiation, writing appropriate goals and accommodations.

2019-20 Actions/Services

CSMH will continue programs that increase the performance of students below grade level in mathematics and/or reading.

- Offer a Jump Start program one week before the beginning of each school year to students achieving below grade level expectations in reading and/or math
- RTI aide will work with students falling below grade level in reading

CSMH's special education staff will continue to participate in staff development opportunities provided through the SELPA that focuses on meeting the educational needs of students with disabilities, including inclusion, differentiation, writing appropriate goals and accommodations.

2017-18 Actions/Services

CSMH will continue to provide behavioral and social-emotional support for students, staff and families (counselor, interns, psychologist).

2018-19 Actions/Services

CSMH will continue to provide behavioral and social-emotional support for students, staff and families (counselor, interns, psychologist).

2019-20 Actions/Services

CSMH's general education and special education teachers will utilize Goalbook Pathways to meet the needs of all students in their classrooms. In addition, CSMH's special education staff will use Goalbook Toolkit to assist them in writing IEP goals and providing instruction to students.

CSMH will continue to provide behavioral and social-emotional support for students, staff and families (counselor, interns, psychologist).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,938	\$57,945	[Add amount here]
Source	LCFF Supplemental Funds	LCFF Supplemental Funds	LCFF Supplemental Funds
Budget Reference	RTI Salaries	Camp/RTI Salaries & Benefits	Camp/RTI Salaries & Benefits
Amount	\$13,345	\$10,354	\$55,591
Source	LCFF Supplemental Funds	LCFF Supplemental Funds	LCFF Supplemental Funds
Budget Reference	SPED Bus	Bus	Bus

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF Supplemental Funds	LCFF Supplemental Funds	LCFF Supplemental Funds
Budget Reference	SPED Staff Dev, Conferences	SPED Staff Dev, Conferences	SPED Staff Dev, Conferences
Amount	\$40,313	\$45,286	\$55,884
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	SPED Counselor, Psych, Intern Sal	Counselor, Psych, Intern Sal	Counselor, Psych, Intern Sal
Amount	\$31,459	\$49,658	\$32,393
Source	SPED Funding	SPED Funding	SPED Funding
Budget Reference	Counselor, Psych, Intern Sal	Counselor, Psych, Intern Sal	Counselor, Psych, Intern Sal
Amount		\$2,985	\$7,500
Source		LCFF Supplement	LCFF Supplement
Budget Reference		Counselor, Psych, Intern Sal	Staff Development/Travel & Conf

Action 2.3

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

CSMH

Actions/Services 2.3

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Enrichment staff will be provided the materials necessary to support their programs.

2018-19 Actions/Services

Enrichment staff will be provided the materials necessary to support their programs.

2019-20 Actions/Services

Enrichment staff will be provided the materials necessary to support their programs.

Budgeted Expenditures 2.3

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,400	\$5,400
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Class Supplies	Class Supplies	Class Supplies

Goals, Actions, & Services

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

Unchanged Goal

Goal 3

CSMH will create a safe and modern learning environment for our community and continue to provide students with 21st century learning tools.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priorities: 1. Basic Access to Services, 2. Implementation of State Standards, 3. Parental Involvement, 4. Student Achievement, 6. School Climate and 8. Other Outcomes

Local Priorities: WASC goal #6 - Create personally and socially responsible learners who remain technologically current and effectively utilize technology to access and convey information.

Identified Need:

Technology enhances learning, instruction, and student engagement. As technology becomes more pervasive in society, students need to learn to be responsible consumers and users.

CSMH students deserve a safe and modern learning environment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Device to student ratio	2 nd – 8 th grades - device to student ratio is 1:1	There are 1:1 devices in each 2 nd -8 th grade classroom. Additional devices were purchased in order that each middle	CSMH purchased 50 new Chromebooks to replace broken and/or outdated ones. Eight Chromebooks	Maintain a 1:1 device to student ratio in 2 nd -8 th grades

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>school classroom had a class set of Chromebooks.</p> <p>Tablets have not been purchased for kinder and 1st grade classrooms.</p>	<p>were provided to each first grade classroom.</p> <p>Kindergarten has access to ipads and Chromebooks as needed.</p>	
Classrooms with tech tools: projector, document camera, Smartboards	24 out of 26 classrooms have Smartboards, every classroom has a mounted projector and 23 out of 26 classrooms have document cameras.	Technology tools were maintained and updated as needed.	<p>Technology tools were maintained and updated as needed.</p> <p>Large flat screen panels were installed in every classroom.</p>	Technology tools will be maintained and updated as needed.
Digital Citizen Curriculum	CSMH currently does not have a standard Digital Citizen Curriculum	N/A	CSMH researched Digital Citizenship Curriculums	Begin piloting some possible Digital Citizenship Curriculums
Facility improvements	CSMH currently has 19 portable buildings and most of them are over 20 years old	The “old multipurpose building” was converted to four classrooms and four additional smaller spaces that can used for offices or meetings.	CSMH made minor facility improvements as needed. Negotiated a long-term lease with MHUSD to meet the requirements of Prop. 51 funding and received planning funds.	Begin implementation of facility plan

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 3.1

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)

All

Location(s):

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

CSMH

Actions/Services 3.1

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

CSMH will work in partnership with MHUSD to reconfigure the "old" multipurpose room to meet the School's need for additional classroom space per their Proposition 39 commitment.

CSMH will support MHUSD's commitment to install air conditioning in the gym in order to make it usable year round.

CSMH will install a track and fix a portion of the play field.

2018-19 Actions/Services

Future facility improvements will be determined based on the long-term facility plan and the possible effects that High Speed Rail may have on the site.

2019-20 Actions/Services

Future facility improvements will be determined based on the long-term facility plan and the possible effects that High Speed Rail may have on the site.

Budgeted Expenditures 3.1

Year	2017-18	2018-19	2019-20
Amount	\$30,103	\$32,301	
Source	LCFF Base	LCFF Base	
Budget Reference	Admin/Ex Dir/Principal Salaries	Admin/Ex Dir/Principal Salaries	
Amount	\$100,000	\$18,643	\$18,850
Source	Foundation Grant	LCFF Base	LCFF Base
Budget Reference	Playground Equipment – Capital Asset	Core Salaries	Core Salaries

Action 3.2

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)

All

Location(s):

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

CSMH

Actions/Services 3.2

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

CSMH will purchase additional Chromebooks so that every 2nd-8th grade classroom will have one to one devices available.

CSMH will purchase tablets for the Kindergarten and 1st grade classrooms

CSMH will continue to purchase, repair and/or upgrade technology equipment (i.e. projectors, document cameras, Smart boards, printers, etc.)

CSMH will continue to purchase software and licenses to support the School's technology.

2018-19 Actions/Services

CSMH will purchase replacement Chromebooks, as necessary.

CSMH will continue to purchase, repair and/or upgrade technology equipment (i.e. projectors, document cameras, Smart boards, printers, etc.)

CSMH will continue to purchase software and licenses to support the School's technology.

2019-20 Actions/Services

CSMH will purchase replacement Chromebooks, as necessary.

CSMH will continue to purchase, repair and/or upgrade technology equipment (i.e. projectors, document cameras, Smart boards, printers, etc.)

CSMH will continue to purchase software and licenses to support the School's technology.

Budgeted Expenditures 3.2

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$15,000	\$15,000
Source	REAP Grant	REAP Grant	LCFF Base
Budget Reference	Computer Hardware & Equip	Computer Hardware & Equip	Computer Hardware & Equip
Amount	\$10,000	\$20,000	\$5,521
Source	REAP Grant	REAP Grant	LCFF Base
Budget Reference	Computer Software	Computer Software	Computer Software

Goals, Actions, & Services

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

Unchanged Goal

Goal 4

CSMH will engage all families as essential partners and encourage consistent participation in School experiences that support student success.

State and/or Local Priorities addressed by this goal:

State Priorities: State Priorities: 4. Student Achievement, 5. Student Engagement, 6. School Climate, 7. Course Access, and 8. Other Outcomes

Local Priorities: WASC goal #6 - Create personally and socially responsible learners who remain technologically current and effectively utilize technology to access and convey information.

Identified Need:

Part of CSMH's mission and vision is parent participation. Staff and parents have indicated that this is an area that needs to be re-focused on. Parents are an integral part of their children's education and they need to be provided the support and tools to successfully support their children academically, socially and emotionally.

All parents, regardless of income, education level, or cultural background, are involved in their students' learning and want them to be successful. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and tobacco, alcohol, and other drug use.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent education workshops and trainings	Parent education opportunities are offered by some teachers or the counselor	During Ed. Camp, staff participated in a training on parent engagement. All the teachers were required to write a SMART goal that focused on parent engagement. Multiple opportunities were offered by staff to educate and engage parents in the education of their children.	<p>Multiple opportunities were offered by staff to educate and engage parents in the education of their children.</p> <p>CSMH purchased Ready4K. This program sent text messages to parents three times a week and provided suggestions about what they could do at home to support their child(ren).</p> <p>A CSMH teacher and the counselor facilitated a book club for parents.</p>	Continue to offer parent education opportunities
User-friendly, updated website	Current website is outdated and difficult to navigate and update	CSMH created a new website using a program called Edlio. The website is updated on a regular basis by administration and the school staff.	CSMH's website is updated on a regular basis by administration and the school staff.	Improvements to be determined by data
Social media	CSMH currently has no social media presence	CSMH created a social media plan and posts regularly to Twitter and Facebook.	Posts to the CSMH Twitter and Facebook accounts occur on a regular basis.	Further actions to be determined by analytics and stakeholder input

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 4.1

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)

All

Location(s):

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

CSMH

Actions/Services 4.

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

CSMH will develop family engagement systems and activities that create strong supports for teaching, learning and student achievement (Community Liaison and Outreach Coordinator).

CSMH will create a year-long schedule for varied parent workshops and trainings.

2018-19 Actions/Services

CSMH will develop family engagement systems and activities that create strong supports for teaching, learning and student achievement (Community Liaison and Outreach Coordinator).

CSMH will create a year-long schedule for varied parent workshops and trainings.

2019-20 Actions/Services

CSMH will develop family engagement systems and activities that create strong supports for teaching, learning and student achievement (Community Liaison and Outreach Coordinator).

CSMH will create a year-long schedule for varied parent workshops and trainings.

Budgeted Expenditures 4.1

Year	2017-18	2018-19	2019-20
Amount	\$37,829	\$4,956	\$8,826
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Community Engagement Coordinator	Community Engagement Coordinator	Community Engagement Coordinator
Amount		\$35,000	\$35,000
Source		Foundation Grant	Foundation Grant
Budget Reference		Community Engagement Coordinator	Community Engagement Coordinator
Amount			\$2,495
Source			Lottery
Budget Reference			Instructional Software

Action 4.2

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)

All

Location(s):

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

CSMH

Actions/Services 4.2

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

CSMH will launch a new website that will be user-friendly and updated on a regular basis.

CSMH staff will receive training on how to effectively use the website and track analytics.

2018-19 Actions/Services

CSMH will continue to regularly update the website and will use other forms of social media to communicate with stakeholders.

CSMH teachers will all have a webpage that can be accessed through the School's website

2019-20 Actions/Services

CSMH will continue to regularly update the website and will use other forms of social media to communicate with stakeholders.

CSMH teachers will all have a webpage that can be accessed through the School's website

Budgeted Expenditures 4.2

Year	2017-18	2018-19	2019-20
Amount	\$3,450	\$5,300	\$4,700
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Website	Website]	Website

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$83,232	1.57 %

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

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

The Charter School of Morgan Hill's projection of 50 low income (SED), Foster Youth and English Language Learner (ELL) students is an unduplicated percentage of 7.7% of our total census of 652 for 2019-20. This is an estimated decrease from the number (57) of these students in 2018-19. There may actually be a change in this number once we assess our new incoming students. We are conservatively estimating the 50 student number. During 2017-18 we saw an increase of 32% in unduplicated students (38 to 50); during 2018-2019 we saw an increase of 14% in unduplicated students (50 to 57).

CSMH will receive an estimated \$83,232 in supplemental funding generated by the School's unduplicated population of low-income (SED) and English Language Learners (ELL) students during 2019-2020. The School does not qualify for any concentration grant funding. We have identified the following services and programs to meet the academic and socio-emotional needs of these students to close the achievement gap:

- We provide a one week summer school Jump Start program that focuses on intensive math and reading intervention. Teachers have sent personal invitations to parents of the unduplicated students who would benefit from the Jump Start program asking them to allow their child to attend. The program is also offered to other students in need of additional academic support. As of the end of June, parents have responded positively that 105 students are likely to attend the August 2019 program. We have six teachers committed to teaching the program in August of 2019.

Budgeted Salaries and Benefits for the Jump Start Summer Program and the RTI Specialist, total \$58.0K. The balance of the supplemental funding (\$25.2K) will be used for bus expenses to support

our qualifying Free & Reduced Lunch students who ride for free as well as staff development programs and instructional materials targeted specifically for the unduplicated students.

- We will continue to use the DRA program to measure student progress and to help determine their areas of need in reading fluency and comprehension. During 2018-2019, our Response to Intervention (RTI) specialist continued to work with small groups of students in the area of reading. This specialist uses a research based program (Heinemann Fountas and Pinnell) that increases students success in reading and helps them build fluency and comprehension skills.
- Transportation service with our CSMH school bus provides easier access to CSMH for students living in Morgan Hill. This service is available free of charge for qualifying Free and Reduced Lunch students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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