

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Santa Monica Boulevard Community Charter

Contact Name and Title

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Director

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2017-20 Plan Summary

THE STORY

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

Santa Monica Boulevard Community Charter School is located in an overcrowded urban section of East Hollywood that consists of mixed residential and commercial/industrial development. SMBCCS has been in existence as a public school since 1910. In 2002, SMBCCS converted to independent charter status and became the largest conversion charter school within LAUSD. In December 2011, while preparing for the second charter renewal, the Los Angeles Unified School District identified SMBCCS as a "focus" school due to limited academic growth and informed the school that its charter would not be renewed. On May 1, 2012, the Los Angeles Board of Education approved by consensus the divestiture of Santa Monica Boulevard Community Charter School (SMBCCS) as a Fenton Charter Public School (FCPS). During the first year of SMBCCS under the governance of FCPS, the school had an increase of 66 API points in the 2012-13 school year with an API score of 809. In one year, SMBCCS went from one of the lowest performing schools in its geographic areas to one of the highest. In 2017, SMBCCS continues to be one of the highest performing schools in our geographic area.

SMBCCS has 950 students enrolled in grades TK-6. The Free or Reduced Price Meals ("FRPM") is 98% and 63% of the students are English language learners. SMBCCS has a special education population of 14%. SMBCCS has higher enrollment numbers, more English learners, and more students eligible for Free or Reduced Price Meals than schools in our local neighborhood. In fact, among the roughly 572 elementary schools in LAUSD, SMBCCS has higher enrollment numbers than 94% of LAUSD schools, more English learners than 91% of LAUSD schools, and a higher percentage of students eligible for FRPM than 98% of LAUSD schools.

Santa Monica Boulevard Community Charter School has provided students with a rigorous standards-based instructional program for students in transitional kindergarten through sixth grade. To ensure success for all students, the staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the challenging academic content and intricacies of the English language.

Targeted Instruction Proven to Increase Student Achievement

The instructional program of SMBCCS considers the diverse learners who require a thriving educational program that embodies social/emotional learning, acceleration, differentiated instruction, and depth and complexity. The Charter School's instructional focus is rooted in providing children with the following: 1) Systematic Response; 2) Time on Task; 3) Results Measuring Progress.

1) Systematic Response

The Charter School will take on a medical triage approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. SMBCCS educators will universally screen all students during the first month of the school year utilizing publisher assessments in language arts and mathematics that measure what students are required to learn at the end of the year. Throughout the year, teachers will use formative and summative assessments to identify strengths and deficiencies preventing students from achieving grade level expectations.

Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day and enable a wide range of services from general education teachers, special education teachers, support staff, and administration.

- SMBCCS teachers and staff will implement data driven instructional practices to address the needs of the diverse learners;
- Coordination of Services Team ("COST"). This team consists of at least one administrator, special education teacher, and two general education teachers who will meet regularly to review formative and summative assessment data on students demonstrating deficiencies prior to an SST.

2) Time on Task

This refers to the amount of time SMBCCS students will be engaged in a lesson. Taken into account for time on task, is wait time, optimal learning time, differentiation, student movement, and the gradual release of guided practice.

- Use of similarities and differences, think/pair shares, graphic/visual representation, and metacognitive strategies will be core components of SMBCCS' instructional delivery;
- Increased articulation within grade level teams and across grade levels;
- Lead Teachers who act as grade level chairs and mentor teachers are nominated and elected by their peers, and approved by the Board of Directors;
- Grade level meetings will be scheduled during the regular day while students participate in a psychomotor program planned by teachers, supervised by administrators and implemented by paraprofessionals;
- Professional development will be dedicated to effective teaching practices, progress monitoring, and tiered intervention to meet the needs of high achievers, students on grade level, students at risk, and the social emotional needs of all students.

3) Results

- Student achievement data will provide additional insight into teacher effectiveness and will be utilized as one component within the revised teacher evaluation process;
- Administration will meet once a year with all teachers to establish professional goals for the year and review the progress of student learning through an analysis of CST data along with classroom summative and formative assessment data. Administration and teachers will continue to reflect and refine goals throughout the year through informal meetings and COST team meetings;
- Lead Teachers from the Fenton Charter Public Schools will act as mentor teachers, grade level chairpersons, and provide peer assistance to teachers as needed. A yearly stipend of \$5,000 for each selected teacher recognizes the additional work and responsibility of the position;
- Cognitive coaching, completion of graduate degrees, additional credentials and National Board Certification are professional growth activities encouraged within the teacher evaluation system;
- Lead Teachers will strive to ignite a passion and implementation of effective teacher practices to encourage and maintain cutting edge

- teaching and learning;
- Teachers will participate in local, state and national conferences, workshops and seminars.

LCAP HIGHLIGHTS

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

Two key areas of focus for the 2017-2020 LCAP are the SMBCCS STEAM program and a rejuvenated focus on our English language learners.

STEAM Program

SMBCCS has implemented a STEAM program. **STEAM** is an acronym for **S**cience, **T**echnology, **E**ngineering, the **A**rts and **M**athematics. The origin of STEAM was driven by the business community to have an agile and competitive workforce. Our dynamic future rests in the creativity, ingenuity, and education of our youth to see things we cannot yet imagine. In the real world, the application of knowledge is interwoven and multidisciplinary. Learners will need to acquire skills in science, technology, engineering, the arts, and mathematics to embrace and conquer the challenges of tomorrow.

SMBCCS has selected (5) current (TK-6) Santa Monica teachers to assume the role of **STEAM Leads** to implement an integrated STEAM program. **STEAM Leads** will focus on the various components of STEAM and work collaboratively with Lead Teachers across the grade levels.

ELD Leads

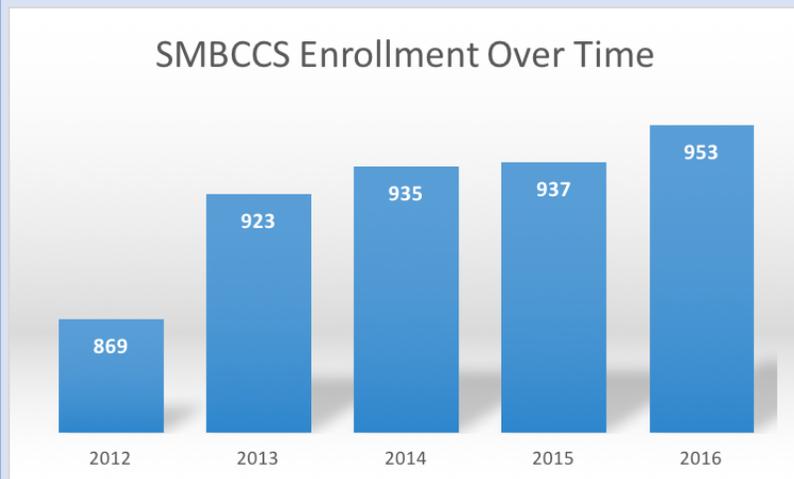
SMBCCS is committed to providing support in the area of ELD with ELD Lead teachers to assist teachers with the implementation of effective strategies to support our English Language Learners. SMBCCS will have three (3) ELD Lead Teachers fluent in Spanish and with a track record of success in working with English language learners. The teachers will be assigned to K-1; 2-3; and 4-6th grades. These mentor teachers will receive a stipend and provide ongoing support to assist our teachers with the implementation of effective practices they are currently using.

ELD Leads will guide general education and special education classroom teachers with the selection of appropriate curricula and the development of appropriate strategies to meet the unique needs of English Learners. ELD Leads will work with paraprofessionals assigned to classrooms to help ensure appropriate strategies are in place. ELD teachers will follow the regulations associated with the ELD standards and reporting requirements that pertain to Title III, LCAP, and charter petition.

REVIEW OF PERFORMANCE

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

SMBCCS Enrollment Over Time (2012-2016)

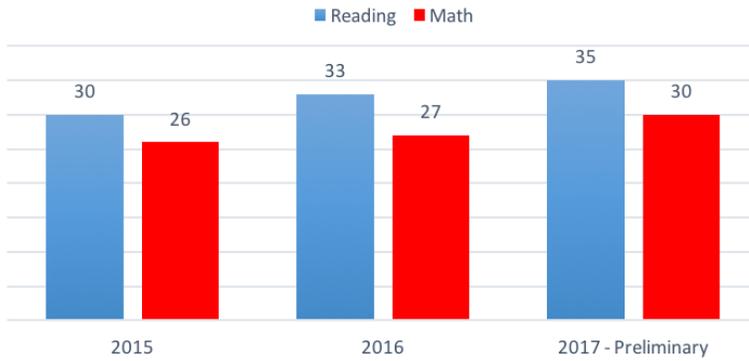


GREATEST PROGRESS

SMBCCS enrollment has increased dramatically from the first year that SMBCCS was a Fenton Charter Public School. During the first year of the divestiture, SMBCCS had an enrollment of 869 students in grades K-6. In 2016, SMBCCS had an enrollment of 953 in grades TK-6 with an extensive waiting list of students wanting to attend the school.

CAASPP Growth Over Time (2015-2017)

CAASPP Growth Over Time

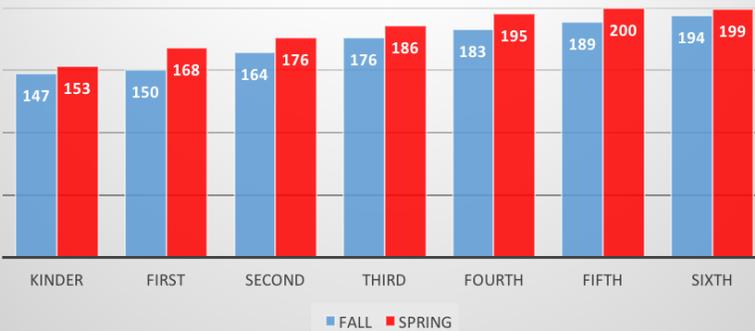


SMBCCS has consistently increase student achievement on the California Assessment of Student Performance and Progress in both reading and mathematics from 2015 to 2017. In reading, students that have met or exceeded the standard have increased from 30% to 35% from 2015 to 2017 respectively. In reading, students that have met or exceeded the standard have increased from 26% to 30% from 2015 to 2017 respectively. Please Note - Scores for 2017 are preliminary and have not been officially released publicly.

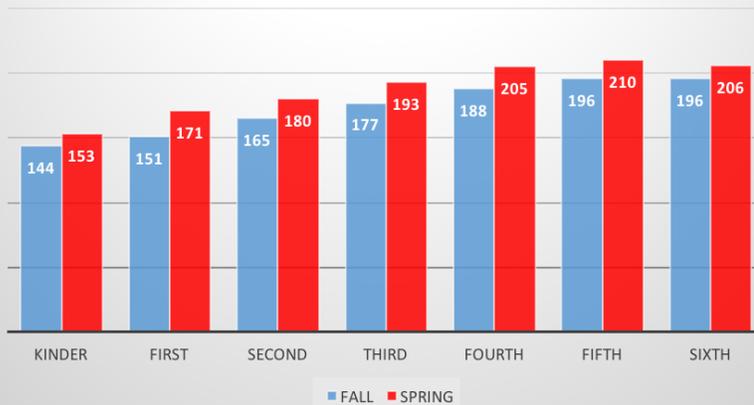
Internal Assessments - NWEA MAP Assessments

With the implementation of the CAASPP and the Common Core State Standards, SMBCCS has implemented the Northwest Evaluation Association™ (“NWEA”™) and Measures of Academic Progress® (“MAP”®) online assessments. NWEA MAP Assessments measure students’ progress in mathematics (K-6), reading (K-6), and language use (2-6). The Measures of Academic Progress® creates a personalized assessment experience by adapting to each student’s learning to precisely measuring student progress and growth for each individual. Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student’s instructional level and also measures student progress or growth. A RIT score will vary from grade to grade as a student grows. The MAP assessments were first implemented during the 2015-2016 school year. We are pleased to share that each grade has shown growth from the Fall to Spring testing session and from the Winter to Spring testing session. Please Note - Kinder scores represent the Winter and Spring testing sessions)

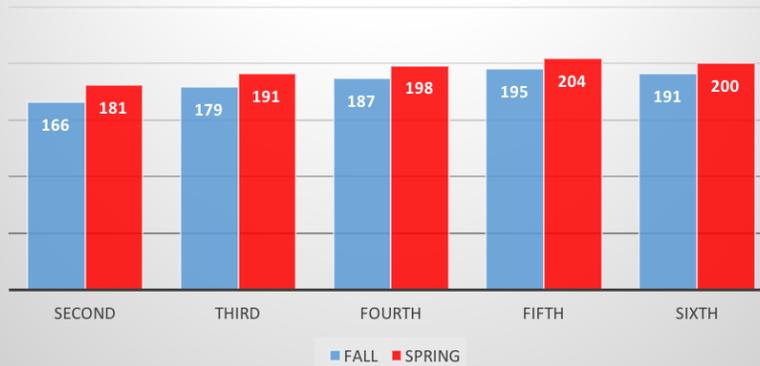
2016-2017 Reading MAP Growth



2016-2017 Math MAP Growth



2016-2017 Language MAP Growth



California Dashboard Data for SMBCCS (Spring 2017)

State Indicators	All Students Performance
Chronic Absenteeism	N/A
Suspension Rate (K-12)	
English Learner Progress (K-12)	
English Language Arts (3-8)	
Mathematics (3-8)	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

A review of the 2017 Spring California Dashboard Data for SMBCCS reveals an exceptional suspension rate. The suspension rate for SMBCCS is at .4% schoolwide and among all subgroups. SMBCCS recognizes that appropriate school behavior is critical to the academic success and creating an effective learning community. A strong discipline foundation policy should minimize the loss of student instruction time due to removal from classes caused by misbehavior. Our school-wide behavior plan is based on Positive Behavioral Interventions and Supports ("PBIS"). Effective teaching and modeling of school appropriate behavior is the responsibility of every adult at SMBCCS. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn.

SMBCCS is committed to helping children grow academically, socially, and emotionally. In order for this to happen, it is imperative that we have an environment that is safe and conducive for growth. By setting forth clear social and behavioral expectations for everyone who enters our campus, and directly teaching students about those expectations, it is our goal to create a safe and positive atmosphere for optimal learning.

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?

California Dashboard Data for SMBCCS (Spring 2017)

State Indicators	All Students Performance
Chronic Absenteeism	N/A
Suspension Rate (K-12)	
English Learner Progress (K-12)	
English Language Arts (3-8)	
Mathematics (3-8)	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

GREATEST NEEDS

A review of the 2017 Spring California Dashboard Data for SMBCCS reveals the need to address the progress of our English language learners. SMBCCS has an English language learner population of 62%. The goal of our charter petition, WASC Action Plan, and Title III Plan is for English language learners to master English language skills to fully access all educational, social cultural and employment opportunities of mainstream society. SMBCCS is committed to providing support in the area of ELD and has assigned ELD Lead teachers to assist teachers with the implementation of effective strategies to support our English language learners. SMBCCS will have three (3) ELD Lead Teachers fluent in Spanish and with a track record of success in working with English language learners.

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

Action steps to address the needs of our English language learners are addressed in the following LCAP Goals.

LCAP Goal 5: 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

LCAP Goal 8: School will show improvement on the overall performance level of the state indicators as measured by the California State Dashboard or equivalent, as mandated by the CA State Board of education.

LCAP Goal 9: EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test each year.

LCAP Goal 10: EL reclassification rate will meet or exceed the District's reclassification rate.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

SMBCCS has improved from one of the lowest performing schools in our geographic area to one of the highest. SMBCCS is one of the few Title I schools to have exited Program Improvement status. The following action steps have been included in the SMBCCS Title III Plan, WASC Action Plan, and charter petition.

Professional Development - 60% of SMBCCS professional development is dedicated to English language learners. SMBCCS will contract with LACOE and with consultants skilled in the area of Explicit Direct Instruction for English language learners. Administration, Instructional Technology Coaches, and Lead Teachers will attend trainings around the state and bring the best of the best to train staff onsite.

ELD Mentor Teachers: SMBCCS is committed to providing support in the area of ELD with ELD Lead teachers to assist teachers with the implementation of effective strategies to support our English Language Learners. SMBCCS will have three (3) ELD Lead Teachers fluent in Spanish and with a track record of success in working with English language learners. The teachers will be assigned to K-1; 2-3; and 4-6th grades. These mentor teachers will receive a stipend and provide ongoing support to assist our teachers with the implementation of effective practices they are currently using.

Differentiated Instruction: SMBCCS is committed to serving a wide range of students that require a thriving program that embodies acceleration, differentiated instruction, and depth and complexity. SMBCCS educators believe it is essential to take a multifaceted approach to meet the needs of its diverse population. First, the Charter School will address the social and emotional needs of all students. Second, SMBCCS's gifted and high achieving students will be provided with depth and complexity to differentiate instruction and accelerate learning. Third, SMBCCS students who are on grade level and approaching proficiency will be targeted in the critical instructional areas that will propel them for advancement in all areas. Finally, students struggling with basic skills will be targeted for support by a wide range of experts including SMBCCS administrators, resource specialists, school counselor, school psychologist, speech pathologist and classroom teachers.

Data Driven Instruction: SMBCCS takes on a medical triage approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. SMBCCS educators universally screen all students during the first month of the school year utilizing publisher assessments in language arts and mathematics that measure what students are required to learn at the end of the year. Throughout the year, teachers will use formative and summative assessments to identify strengths and deficiencies

preventing students from achieving grade level expectations.

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	\$11,295,972
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$6,265,211

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.

Those expenses not included in the LCAP include student food, major upgrades to the school campus, after school programs, other operating costs, benefits, retirement contributions, and administrative expenses not directly related to LCAP goals or actions. Such administrative expenses include, office expenses, accounting and back-office, legal, marketing, IT, communications, postage, etc.

\$9,143,384	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

1. All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A Teachers

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher.

Goal: 100%

ACTUAL

100% of required assessments, coursework and credentials (as per CCTC) were maintained and are current for each teacher.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment.
Expenditures	<p>BUDGETED</p> <p>Certificated salaries and benefits for classroom teachers (Amount does not include specialists) - 1000-1999 Certificated Salaries - LCFF Base: \$3,387,457</p>	<p>ESTIMATED ACTUAL</p> <p>Certificated salaries and benefits for classroom teachers (Amount does not include specialists) - 1000-1999 Certificated Salaries - LCFF Base: \$3,450,753</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We increased teacher salaries via step and column movement and passing Earned Increase Criteria. Proper credentials were maintained by administration and confidential classified employees.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>As measured by staff, student, and parent surveys, this method was highly effective.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Budgets are developed using a comprehensive approach. Actual expenditures were slightly higher than estimated.</p>
<p>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.</p>	<p>We increased teacher salaries to attract and recruit highly qualified and experienced teachers. We ensured verification of proper credentials prior to the start of employment.</p>

Goal 2

2. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. Instructional Materials

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students will have access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition.

Goal: 100%

ACTUAL

100% of students have access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Review standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents. 	<p>ACTUAL</p> <p>We reviewed standards-aligned publishers' materials adopted by SBE as updated per Common Core implementation. We purchased new texts and adopted appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.</p>
Expenditures	<p>BUDGETED</p> <p>Books and supplies (4100, 4200, 4300, 4325) - 4000-4999 Books and Supplies - LCFF Base: \$475,000</p>	<p>ESTIMATED ACTUAL</p> <p>Books and supplies (4100, 4200, 4300, 4325) - 4000-4999 Books and Supplies - LCFF Base: \$501,269</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.	100% of students received access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	As all students have access to standards-aligned materials, the actions/services to achieve this goal proved to be effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgets are developed using a comprehensive approach. Actual expenditures were slightly higher than estimated.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The implementation of fully aligned CCSS materials for ELA and Math will address the English Language Arts (Grades TK-6) and Mathematics (Grades TK-6) indicator when applicable.

Goal 3

3. School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL C. Facilities

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

Goal: More than 90% of items in compliance.

ACTUAL

Daily spot checks using Site Inspection Lists were completed with more than 90% of items in compliance or in good standing.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. 	<p>ACTUAL</p> <p>We continued risk management site inspections of campus by property and liability carrier. We corrected all areas identified in need of repair or replacement.</p>
Expenditures	<p>BUDGETED</p> <p>Salaries for maintenance staff - 2000-2999 Classified Salaries - LCFF Base: \$100,000 Maintenance supplies - 4000-4999 Books and Supplies - LCFF Base: \$100,000</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries for maintenance staff - 2000-2999 Classified Salaries - LCFF Base: \$128,397 Maintenance supplies - 4000-4999 Books and Supplies - LCFF Base: \$80,000</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services were achieved as daily spot checks were completed with more than 90% of items in compliance or in good standing.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were highly effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The LEA spent more money on maintenance staff than was anticipated, but less money on materials and supplies to ensure the school facilities are clean and maintained.
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, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 4

4. Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL A. Implementation

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators.

Goal: 100%

ACTUAL

100% of teachers participated in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). 	<p>ACTUAL</p> <p>We continued CCSS professional development activities and differentiated instructional techniques with 100% of teachers participating.</p>
Expenditures	<p>BUDGETED</p> <p>100% of teachers will participate in comprehensive professional development re: CCSS. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$25,000</p>	<p>ESTIMATED ACTUAL</p> <p>100% of teachers will participate in comprehensive professional development re: CCSS. - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$25,000</p>
Actions/Services	<p>PLANNED</p> <p>Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student to computer/iPad for a ratio of 1:1 in grades 3-5 and 1:2 in grades TK-2.</p>	<p>ACTUAL</p> <p>Increased student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student to computer/iPad for a ratio of 1:1 in grades 3-5 and 1:2 in grades TK-2.</p>
Expenditures	<p>BUDGETED</p> <p>Lease on student computers and iPads (5605) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$200,000</p>	<p>ESTIMATED ACTUAL</p> <p>Lease on student computers and iPads (5605) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$242,256</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.	All teachers received professional development to implement CCSS and increase student access to technology.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	SMBCCS increased student technology access with state of the art computer labs, classroom computers and classroom iPads to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 2:1 in grades TK-2 and 1:1 in grades 3-6.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Actual expenditures were slightly higher than budgeted expenditures.

There were no 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.

Goal 5

5. 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. EL Students and Academic Content Knowledge

ANNUAL MEASURABLE OUTCOMES

EXPECTED

English language learner access to CCSS-aligned curriculum as they develop EL proficiency.

Goal: 100%

ACTUAL

100% of English language learners have access to CCSS-aligned curriculum as they develop EL proficiency.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. 	<p>ACTUAL</p> <p>EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</p>
Expenditures	<p>BUDGETED</p> <p>4 Professional development days specifically relating to EL support - SDAIE - 1000-1999 Certificated Salaries - LCFF S & C: \$100,000 Lead Teacher stipends specifically relating to EL support - 1000-1999 Certificated Salaries - LCFF S & C: \$107,250</p>	<p>ESTIMATED ACTUAL</p> <p>4 Professional development days specifically relating to EL support - SDAIE - 1000-1999 Certificated Salaries - LCFF S & C: \$100,000 Lead Teacher stipends specifically relating to EL support - 1000-1999 Certificated Salaries - LCFF S & C: \$107,250</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. EL students continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The planned actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.
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, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 6

6. School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

At least 85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.

ACTUAL

Over 85% of parents attended at least one school event this year and at least 95% attended a parent teacher conference.

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.

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. • The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Parents received frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. • The Parent Center continued to be staffed full-time during the school year and parents were invited to monthly parent events including an annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. • Parents were strongly encouraged to attend twice annual parent-teacher conferences. • All parents were encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.
	<p>Expenditures</p>	<p>BUDGETED</p> <p>Parent Center Director and related costs for Parent Center operation. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$100,000 Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal. - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$40,000</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation of the actions/services was successful. At least 85% of parents attended at least one school event and 95% attended a parent-teacher conference.</p>
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Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions/services were fully implemented.

Actual expenditures were in alignment with budgeted expenditures.

There were no 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.

Goal 7

7. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A. Statewide Assessments: ELA/Literacy and Mathematics

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Meet or exceed internal targets for growth. Utilize publishers tests from materials aligned to CCSS for initial benchmark assessments.

ACTUAL

Met and/or exceed internal targets for growth. Utilized publishers tests from materials aligned to CCSS for initial benchmark assessments.

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.

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) to implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provided additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.
	<p>Expenditures</p>	<p>BUDGETED</p> <p>Salaries for classified staff. - 2000-2999 Classified Salaries - LCFF S & C: \$652,000 Salaries for 80% School Psychologist and 50% School Counselor. - 1000-1999 Certificated Salaries - LCFF Base: \$185,000 (repeated expenditure)</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation of the actions/services was successful. All students were provided highly qualified educational support.</p>
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Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions/services were fully implemented to enable students to achieve academic success.

Actual expenditures were in alignment with budgeted expenditures.

There were no 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.

Goal 8

8. School will show improvement on the overall performance level of the state indicators as measured by the California State Dashboard or equivalent, as mandated by the CA State Board of Education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. California School Dashboard.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.

ACTUAL

We provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. We provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. We provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. We provided additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment.

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.

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Continue to provide broad academic and enrichment opportunities for all students. • Continue professional development activities focused on CCSS and differentiated instructional techniques. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) to implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Continued to provide broad academic and enrichment opportunities for all students. • Continued professional development activities focused on CCSS and differentiated instructional techniques.
<p>Expenditures</p>	<p>BUDGETED</p> <p>Salaries for certificated staff support.(RSP teachers, 20% Psychologist, 50% Counselor) - 1000-1999 Certificated Salaries - LCFF Base: \$410,000 (repeated expenditure) School Speech Pathologist - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$102,000</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries for certificated staff support.(RSP teachers, 20% Psychologist, 50% Counselor) - 1000-1999 Certificated Salaries - LCFF Base: \$406,890 (repeated expenditure) School Speech Pathologist - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$125,000</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Although the California School Dashboard is currently being field tested, SMBCCS is using NWEA MAP assessments and CAASPP assessments to measure student success of our students school wide and among our subgroups. The results of the Spring NWEA MAP assessments and the CAASPP assessments suggest a steady increase in student achievement in academic achievement school wide and among our various subgroups.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were fully implemented.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Actual expenditures were in alignment with budgeted expenditures.

There were no 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.

Goal 9

9. EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL D. EL Progress

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.

ACTUAL

Achieved similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Continue professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA). 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Continued professional development activities initiated in 2013-2014 school year focused on CCSS implementation with ELs. • EL students continued to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. • Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA).
<p>Expenditures</p>	<p>BUDGETED</p> <p>Professional development and materials (5200, 5864) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$58,000 Science Specialist, Music Teacher, Instructional Technology Coaches - 1000-1999 Certificated Salaries - LCFF S & C: \$415,000</p>	<p>ESTIMATED ACTUAL</p> <p>Professional development and materials (5200, 5864) - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$63,000 Science Specialist, Music Teacher, Instructional Technology Coaches - 1000-1999 Certificated Salaries - LCFF S & C: \$412,350</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation of the actions/services was successful. The LEA was able to achieve a similar rate of EL growth compared to the District on the CELDT.</p> <p>During the 2017-2018 school year, the English Language Proficiency Assessments for California (ELPAC) will be field tested in preparation to replace the CELDT for full implementation during the 2018-2019 school year.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were fully implemented.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Actual expenditures were in alignment with budgeted expenditures.

There were no 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.

Goal 10

10. EL reclassification rate will meet or exceed the District's reclassification rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [E. EL Reclassification Rates](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Meet or exceed the District's EL reclassification rate.

ACTUAL

As determined by the LAUSD Charter School's Division on the 2016-2017 Oversight visit, SMBCCS had a reclassification similar to the District's reclassification rate.

SMBCCS Reclassification Rate: 13.8%

LAUSD Reclassification Rate: 16.8%

State Reclassification Rate: 13.3%

(Please note: Reclassification rates are one year behind as the data is based on student achievement data from the previous year.)

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Implement the SMBCCS English Learner Master Plan. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Implemented the SMBCCS English Learner Master Plan. • Re-designated ELs continued to be supported via a multi-tiered system including support for struggling readers.
Expenditures	<p>BUDGETED</p> <p>Salary and benefits for paraprofessional staff to monitor and assist with the implementation of the SMBCCS English Learner Master Plan. - 2000-2999 Classified Salaries - LCFF S & C: \$175,000 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Salary and benefits for paraprofessional staff to monitor and assist with the implementation of the SMBCCS English Learner Master Plan. - 2000-2999 Classified Salaries - LCFF S & C: \$174,754 (repeated expenditure)</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.	We implemented the SMBCCS English Learner Master Plan to achieve the articulate goal.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The planned actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between budgeted expenditures and estimated actual expenditures.
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, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 11

11. School will continue to maintain a high ADA rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL School attendance rates.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

School will continue to maintain a high ADA rate above 95%.

The school continued to maintain a high ADA rate above 95%.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Attendance Manager continued to monitor student attendance and communicate with families. • Parent outreach and communications continued to stress the importance of attendance and arriving at school on time each day.
Expenditures	<p>BUDGETED</p> <p>Salaries and benefits for classified staff to support and maintain a strong average daily attendance. - 2000-2999 Classified Salaries - LCFF S & C: \$180,000 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for classified staff to support and maintain a strong average daily attendance. - 2000-2999 Classified Salaries - LCFF S & C: \$179,876 (repeated expenditure)</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. The Attendance Manager assisted in maintaining a school ADA higher than 95%.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.
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, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 12

12. School will continue to maintain a low $\leq 1\%$ suspension rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL [A. Pupil Suspension Rates](#)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Suspension rate will be maintained at less than than 1%.

ACTUAL

The Suspension rate was maintained at less than than 1%.

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. • School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training 	<p>ACTUAL</p> <p>The Attendance Manager continued to monitor student attendance and communicate with families. Various parent outreach and communications were distributed and shared to stress the importance of attendance and arriving at school on time each day. The school continued to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training, Responsive Classroom, and positive reinforcement to minimize negative behaviors.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student suspensions. - 1000-1999 Certificated Salaries - LCFF Base: \$105,000 (repeated expenditure)</p> <p>Other resources and materials for Mutt-i-grees program - 4000-4999 Books and Supplies - LCFF Base: \$20,000 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student suspensions. - 1000-1999 Certificated Salaries - LCFF Base: \$103,850 (repeated expenditure)</p> <p>Other resources and materials for Mutt-i-grees program - 4000-4999 Books and Supplies - LCFF Base: \$18,897 (repeated expenditure)</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were fully implemented.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Actual expenditures were in alignment with budgeted expenditures.</p>
<p>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.</p>	<p>There were no 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.</p>

Goal 13

13. School will continue to maintain a low <1% annual pupil expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. Pupil Expulsion Rates.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Expulsion rate will be maintained at less than than 1%.

The expulsion rate was maintained at less than than 1%.

ACTIONS / SERVICES

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

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Attendance Manager will continue to monitor student attendance and communicate with families. • Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. • School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training. 	<p>ACTUAL</p> <p>The Attendance Manager continued to monitor student attendance and communicate with families. Various parent outreach and communications were distributed and shared to stress the importance of attendance and arriving at school on time each day. The school continued to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training, Responsive Classroom, and positive reinforcement to minimize negative behaviors.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student expulsions. - 1000-1999 Certificated Salaries - LCFF Base: \$105,000 (repeated expenditure) Other resources and materials for Mutt-i-grees program and PBIS. - 4000-4999 Books and Supplies - LCFF Base: \$20,000 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student expulsions. - 1000-1999 Certificated Salaries - LCFF Base: \$103,850 (repeated expenditure) Other resources and materials for Mutt-i-grees program and PBIS. - 4000-4999 Books and Supplies - LCFF Base: \$18,897 (repeated expenditure)</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were fully implemented.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Actual expenditures were in alignment with budgeted expenditures.</p>
<p>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.</p>	<p>There were no 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.</p>

Goal 14

14. School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL C. School Connectedness

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School will continue to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.

ACTUAL

The school continued to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.

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.

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. • Continue to host community-building events and culminating celebrations. 	<p>ACTUAL</p> <p>The school continued operation of the Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. There was continued robotics instruction, P.E., and other enrichment opportunities to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. The school continued to host community-building events and culminating celebrations.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Parent Center Director and related costs for Parent Center operation. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$100,000 (repeated expenditure)</p> <p>Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$40,000 (repeated expenditure)</p> <p>Field trips and outside vendors for performing arts and science/engineering. (5877) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$40,000</p>	<p>ESTIMATED ACTUAL</p> <p>Parent Center Director and related costs for Parent Center operation. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$98,789 (repeated expenditure)</p> <p>Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$37,897 (repeated expenditure)</p> <p>Field trips and outside vendors for performing arts and science/engineering. (5877) - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$45,000</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel for families of our students.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were fully implemented.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Actual expenditures were in alignment with budgeted expenditures.

There were no 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.

Goal 15

15. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school's charter.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Continue to provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.

ACTUAL

The school continued to provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.

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.

<p>Actions/Services</p>	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school's charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. 	<p>ACTUAL</p> <p>The school provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. The school provided students with an array of learning (as described in the school's charter) in science, technology, engineering, arts, music, and P.E. The school provided psychomotor programs (regularly scheduled physical education and physical fitness program), equipment and trained personnel.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Science Specialist, Music Teacher, Instructional Technology Coaches - 1000-1999 Certificated Salaries - LCFF S & C: \$415,000 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Science Specialist, Music Teacher, Instructional Technology Coaches - 1000-1999 Certificated Salaries - LCFF S & C: \$413,750 (repeated expenditure)</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel for families of our students.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>The actions/services were fully implemented.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Actual expenditures were in alignment with budgeted expenditures.</p>
<p>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.</p>	<p>There were no 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.</p>

Goal 16

16. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the State's priorities.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Proficiency rates will meet or exceed District rates for the same grade levels (3-6) on comparable assessments, as appropriate.

ACTUAL

Proficiency rates met District rates for the same grade levels (3-6) on comparable assessments, as appropriate.

ACTIONS / SERVICES

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

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement. 	<p>ACTUAL</p> <p>The school provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. The school increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.</p>
Expenditures	<p>BUDGETED</p> <p>Salaries and benefits for certificated staff. - 1000-1999 Certificated Salaries - LCFF Base: \$4,448,419 (repeated expenditure) Salaries and benefits for classified staff. - 2000-2999 Classified Salaries - LCFF Base: \$1,055,654 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries and benefits for certificated staff. - 1000-1999 Certificated Salaries - LCFF Base: \$4,378,419 (repeated expenditure) Salaries and benefits for classified staff. - 2000-2999 Classified Salaries - LCFF Base: \$1,071,954 (repeated expenditure)</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services was successful. We continue to provide highly qualified educational support personnel for families of our students.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The actions/services were fully implemented.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were in alignment with budgeted expenditures.
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, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Santa Monica Boulevard Community Charter School (SMBCCS) has meaningfully engaged stakeholders, including those representing relevant subgroups, in the LCAP and budgeting process throughout the spring via formal meetings, surveys, and data review. As a school that serves a population that is 98% free and reduced price lunch (FRPL), 92% Hispanic/Latino, 2% African American, 62% English Learners (with another 14% Recently Reclassified Fluent-Proficient), 14% Special Education, all of our efforts are inherently attuned to the needs of student sub-groups and children who are “at-risk.”

Parent Advocacy Committee meetings (open to all parents), parent conferences, Open House and regularly scheduled informational meetings have been held throughout the school year to inform parents and community members about the Local Control Funding Formula (LCFF), and the corresponding plan which describes how funding will be expended at the school. The school’s comprehensive website is also a ready and easily accessible source of current information including analysis of academic progress and specific sub-group performance, the School Accountability Report Card (SARC) and Title III report, detailed information about Common Core, WASC review, and the school’s curriculum, programs and other resources. Information is also readily available to parents in the school’s Parent Center, which is staffed by a full-time Parent Center Director.

SMBCCS staff members have met regularly within their specific governance and administrative committees and as a whole staff to review and discuss the LCFF and the corresponding LCAP plan. Staff have provided input regarding the priorities established by the state and how best to implement improvement, and fund the programs and resources identified by the school community as necessary to realize the goals established by the school’s plan.

Finally, the Board of Directors – which includes an elected parent representative from the school – has played an active role in reviewing LCAP drafts and offering input.

We note that tandem with the LCAP process, SMBCCS has engaged in a Self-Study and Site Visit as part of the WASC accreditation process. Information and feedback gathered through WASC been incorporated into the LCAP and budget plans as well.

Parent meetings:

Parent Orientation Weeks: August 23-31, 2016

Informational Night Meeting (Parent Advocacy Committee): September 7, 2016 and March 2, 2017

Parent Conference Week: November 14-18, 2016 and April 3-7, 2017

Open House: May 24, 2017

Leadership Meetings:

FCPS Board Meetings: January 12, 2017, February 23, 2017, April 20, 2017, and May 18, 2017

Administrator Meetings: August 30, 2016, October 12, 2016, January 4, 2017, February 13, 2017 and May 8, 2017

Instruction Committee Meetings: August 31, 2016, October 1, 2016, October 13, 2016, November 30, 2016, December 7, 2016, January 25, 2017, February 6, 2017, March 8, 2017, April 19, 2017, May 3, 2017 and June 7, 2017

Finance Committee Meetings: August 30, 2016, October 18, 2016, December 5, 2016 and May 17, 2017

Personnel Meetings: September 1, 2016, September 15, 2016, September 23, 2016, October 19, 2016, December 8, 2016, February 9, 2017, February 23, 2017, March 17, 2017, April 20, 2017, May 12, 2017 and June 1, 2017

Parent Advocacy Meetings: September 7, 2016, October 27, 2016, November 7, 2016, March 2, 2017, and March 16, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Input received through these interactions have been incorporated into this plan to establish priorities which best reflect and meet the needs of the school community. To put the goals of this plan in context, in May 2012, LAUSD approved the divestiture of SMBCCS to come under the new leadership and governance of Fenton Charter Public Schools (FCPS). SMBCCS has recently renewed its charter with an overwhelming support from the sponsoring district, Los Angeles Unified School District (LAUSD). In its revised charter petition and WASC documentation SMBCCS continues to focus on high academic achievement. SMBCCS will continue to focus on its goals as explained in the WASC Action Plan, charter petition, and Title III Plan. Moving forward, SMBCCS will continue to focus on its Expected Schoolwide Learning Results (ESLRs):

ESLR 1: SMBCCS students are critical thinkers who will...

- Apply, analyze, synthesize, and evaluate information.
- Apply acquired skills to solve complex problems.
- Identify objectives, create a plan and self-monitor progress toward desired goals.
- Demonstrate regularly the skills of reflection and self-evaluation.

ESLR 2: SMBCCS students are confident and respectful citizens who will...

- Demonstrate confidence and respectful interactions.
- Contribute to the improvement of the quality of life in school and the community.
- Apply collaborative problem solving skills in academic and social situations.

ESLR 3: SMBCCS Students and families are connected to and supported by the community who will...

- Participate in activities that support the development of the whole child.
- Participate in programs that assist children and families.
- Share in connections and services provided through local businesses and community partners.

This will include:

Continued implementation of Common Core and preparation for the California Assessment of Student Performance and Progress (CAASPP), with particular focus on SMBCCS's significant EL population.

- Increased integration of technology, a culture of data-driven instruction and differentiated instructional strategies based on data.
- Increased communication between stakeholder groups, including with students regarding their own progress to help them take ownership of their learning.
- Continued character development and conflict resolution skills development will enhance the learning community.

The updated LCAP was distributed to stakeholders for feedback and questions; this input has been incorporated into revisions to the LCAP. The final draft will be approved by the Fenton Charter Public Schools Board with the 2017-2018 budget on June 29, 2017.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	1. All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A Teachers

Identified Need:

To ensure all students are instructed by teachers who are fully credentialed as defined by the CA Commission on Teaching Credentialing with appropriate EL authorization.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher.	Goal: 100%	Goal: 100%	Goal: 100%	Goal: 100%

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment. 	<ul style="list-style-type: none"> • Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment. 	<ul style="list-style-type: none"> • Increase teacher salaries to attract and recruit highly qualified and experienced teachers. • Ensure verification of proper credentials prior to start of employment.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,659,241	Amount: \$3,769,018	Amount: \$3,882,088
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Certificated Salaries;
Certificated salaries for classroom
teachers (Amount does not include
specialists)

Budget
Reference

Certificated Salaries;
Certificated salaries for classroom
teachers (Amount does not include
specialists)

Budget
Reference

Certificated Salaries;
Certificated salaries for
classroom teachers (Amount
does not include specialists)

Goal 2

2. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL B. Instructional Materials

Identified Need:

To provide access to standards-aligned Instructional materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will have access to standards-aligned materials (including Common Core) and additional instructional materials as outlined in our charter petition.	Goal: 100%	Goal: 100%	Goal: 100%	Goal: 100%

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.	Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.	Purchase new texts and adopt appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by all staff and input from parents.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$217,000"/>	Amount <input type="text" value="\$223,510"/>	Amount <input type="text" value="\$230,215"/>

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Books and Supplies;
Books and supplies (4100, 4200,
4300, 4325)

Budget
Reference

Books and Supplies;
Books and supplies (4100, 4200,
4300, 4325)

Budget
Reference

Books and Supplies;
Books and supplies (4100,
4200, 4300, 4325)

New

Modified

Unchanged

Goal 3

3. School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL C. Facilities

Identified Need:

To provide and maintain school facilities that are safe, clean and in good repair.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.	Goal: More than 90% of items in compliance.	Goal: More than 90% of items in compliance.	Goal: More than 90% of items in compliance.	Goal: More than 90% of items in compliance.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. 	<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement. 	<ul style="list-style-type: none"> • Continue risk management site inspections of campus by property and liability carrier. • Correct all areas identified in need of repair or replacement.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$128,397	Amount: \$213,534	Amount: \$219,940
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Classified Salaries; Salaries for maintenance staff	Budget Reference	Classified Salaries; Salaries for maintenance staff	Budget Reference	Classified Salaries; Salaries for maintenance staff
Amount	\$80,000	Amount	\$82,400	Amount	\$84,872
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Maintenance supplies	Budget Reference	Books and Supplies; Maintenance supplies	Budget Reference	Books and Supplies; Maintenance supplies

New

Modified

Unchanged

Goal 4

4. Teachers will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A. Implementation

Identified Need:

To fully implement the Common Core State Standards (CCSS) in ELA and Math across all grades.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS-aligned curriculum and assessments; classroom observations by administrators.	Goal: 100%	Goal: 100%	Goal: 100%	Goal: 100%

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). 	<ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating). 	<ul style="list-style-type: none"> Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,000	Amount: \$20,000	Amount: \$20,000
Source: Teacher Effectiveness	Source: LCFF	Source: LCFF

Budget
Reference

Certificated Salaries;
100% of teachers will participate in
comprehensive professional
development re: CCSS.

Budget
Reference

Certificated Salaries;
100% of teachers will participate in
comprehensive professional
development re: CCSS.

Budget
Reference

Certificated Salaries;
100% of teachers will
participate in comprehensive
professional development re:
CCSS.

Action **2**

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

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

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

OR

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

Students to be Served: English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Increase student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 1:1. 	<ul style="list-style-type: none"> • Maintain student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 1:1. 	<ul style="list-style-type: none"> • Maintain student technology access with state of the art computer labs and classroom computers to increase student access to critical thinking tasks and differentiated instruction, with a student:computer ratio of 1:1.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$126,454	Amount	\$126,454	Amount	\$126,454
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

Computers with software lease
(5605)

Computers with software lease
(5605)

Computers with software lease
(5605)

New

Modified

Unchanged

Goal 5

5. 100% of ELs will have full access to CCSS-aligned curriculum as they develop EL proficiency.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. EL Students and Academic Content Knowledge

Identified Need:

Implement the CCSS for EL Students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English language learner access to CCSS-aligned curriculum as they develop EL proficiency.	Goal: 100%	Goal: 100%	Goal: 100%	Goal: 100%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. 	<ul style="list-style-type: none"> EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. 	<ul style="list-style-type: none"> EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$100,000	\$103,000	\$106,090

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; 4 Professional development days specifically relating to EL support - SDAIE	Budget Reference	Certificated Salaries; 4 Professional development days specifically relating to EL support - SDAIE	Budget Reference	Certificated Salaries; 4 Professional development days specifically relating to EL support - SDAIE
Amount	\$72,250	Amount	\$72,250	Amount	\$72,250
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Lead Teacher stipends specifically relating to EL support	Budget Reference	Certificated Salaries; Lead Teacher stipends specifically relating to EL support	Budget Reference	Certificated Salaries; Lead Teacher stipends specifically relating to EL support

New

Modified

Unchanged

Goal 6

6. School will continue to provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

Provide parent access to opportunities for participation and input on decision-making.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent attendance at school events and parent-teacher conference.	At least 85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.	85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.	85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.	85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, 	<ul style="list-style-type: none"> Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings, 	<ul style="list-style-type: none"> Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events. The Parent Center will continue to be staffed full-time during the school year and parents will be invited to monthly parent events including an annual Open House, Parent Orientation Meetings,

Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.

Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.

Student Awards Assemblies and class and school performances. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to run for elected positions on the FCPS Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups.

BUDGET EXPENDITURES

2017-18

Amount	\$104,575
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.
Amount	\$42,754
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal.

2018-19

Amount	\$107,712
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.
Amount	\$44,036
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal.

2019-20

Amount	\$110,943
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.
Amount	\$45,357
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal.

Goal 7

7. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will meet or exceed targets for growth once set by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A. Statewide Assessments: ELA/Literacy and Mathematics

Identified Need:

Ensure all students meet or exceed targets for growth.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).	2017 CAASPP ELA Met or Exceeded: 35% 2017 CAASPP Math Met or Exceeded: 30% <i>(Numbers based on preliminary 2017 CAASPP Results)</i>	2018 CAASPP ELA Met or Exceeded: 37% 2018 CAASPP Math Met or Exceeded: 32%	2019 CAASPP ELA Met or Exceeded: 39% 2019 CAASPP Math Met or Exceeded: 34%	2020 CAASPP ELA Met or Exceeded: 41% 2020 CAASPP Math Met or Exceeded: 36%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for 	<ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for 	<ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Provide GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provide technology support and resources for

instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.

instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.

instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, COST/SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling/psycho-social support, after-school tutoring and enrichment.

BUDGET EXPENDITURES

2017-18

Amount	\$652,000
Source	LCFF
Budget Reference	Classified Salaries; Salaries and benefits for classified staff.
Amount	\$184,450
Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for 80% School Psychologist and 50% School Counselor.

2018-19

Amount	\$671,560
Source	LCFF
Budget Reference	Classified Salaries; Salaries and benefits for classified staff.
Amount	\$189,984
Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for 80% School Psychologist and 50% School Counselor.

2019-20

Amount	\$691,707
Source	LCFF
Budget Reference	Classified Salaries; Salaries and benefits for classified staff.
Amount	\$195,683
Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for 80% School Psychologist and 50% School Counselor.

Goal 8

8. School will show improvement on the overall performance level of the state indicators as measured by the California State Dashboard or equivalent, as mandated by the CA State Board of Education.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10

LOCAL B. SBAC/CAASPP measures

Identified Need:

Increase the number of students who are met or exceed the state standards as measured by the California State Dashboard or equivalent.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20														
Dashboard Performance Levels: Blue (Highest), Green, Yellow, Orange, Red (Lowest)	<table border="1"> <thead> <tr> <th>State Indicators</th> <th>All Students Performance</th> </tr> </thead> <tbody> <tr> <td>Chronic Absenteeism</td> <td>N/A</td> </tr> <tr> <td>Suspension Rate (K-12)</td> <td></td> </tr> <tr> <td>English Learner Progress (K-12)</td> <td></td> </tr> <tr> <td>English Language Arts (3-8)</td> <td></td> </tr> <tr> <td>Mathematics (3-8)</td> <td></td> </tr> <tr> <td colspan="2"> Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest) </td> </tr> </tbody> </table>	State Indicators	All Students Performance	Chronic Absenteeism	N/A	Suspension Rate (K-12)		English Learner Progress (K-12)		English Language Arts (3-8)		Mathematics (3-8)		Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)		Suspension Rate: Blue EL Progress: Yellow ELA: Yellow Math: Yellow	Suspension Rate: Blue EL Progress: Yellow ELA: Yellow Math: Yellow	Suspension Rate: Blue EL Progress: Green ELA: Green Math: Green
	State Indicators	All Students Performance																
Chronic Absenteeism	N/A																	
Suspension Rate (K-12)																		
English Learner Progress (K-12)																		
English Language Arts (3-8)																		
Mathematics (3-8)																		
Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)																		
	Suspension Rate: Blue EL Progress: Orange ELA: Yellow Math: Yellow																	

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Continue to provide broad academic and enrichment opportunities for all students. • Continue professional development activities initiated in 2015-2016 school year focused on 	<ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Continue to provide broad academic and enrichment opportunities for all students. • Continue professional development activities initiated in 2015-2016 school year focused 	<ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Coordination of Services Team (COST)) who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data. • Continue to provide broad academic and enrichment opportunities for all students. • Continue professional development activities initiated in 2015-2016 school year focused

CCSS and differentiated instructional techniques.

on CCSS and differentiated instructional techniques.

on CCSS and differentiated instructional techniques.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$410,000

Amount

\$412,000

Amount

\$414,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Certificated Salaries; Salaries and benefits for certificated staff support.(RSP teachers, 20% Psychologist, 50% Counselor)

Budget Reference

Certificated Salaries; Salaries and benefits for certificated staff support.(RSP teachers, 20% Psychologist, 50% Counselor)

Budget Reference

Certificated Salaries; Salaries and benefits for certificated staff support.(RSP teachers, 20% Psychologist, 50% Counselor)

Goal 9

9. EL students will show improvement on the English Language Proficiency Assessments for California (ELPAC) Summative test (or other available external and internal assessments) each year.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL D, EL Progress

Identified Need:

Increase number of English Learners (EL) demonstrating EL proficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Achieve similar or higher rate of EL growth compared to the District on the ELPAC each year.	During the 2017-2018 school year, the English Language Proficiency Assessments for California (ELPAC) will be field tested in preparation to replace the CELDT for full implementation during the 2018-2019 school year.	To Be Determined	To Be Determined	To Be Determined

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
•Implement the SMBCCS English Learner Master Plan. •Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. •Provide New teacher assistance and support (BTSA), specifically relating to ELs. •Continue professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. •EL students will continue to have additional support in	•Implement the SMBCCS English Learner Master Plan. •Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. •Provide New teacher assistance and support (BTSA), specifically relating to ELs. •Continue professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. •EL students will continue to have additional support	•Implement the SMBCCS English Learner Master Plan. •Provide highly qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs. •Provide New teacher assistance and support (BTSA), specifically relating to ELs. •Continue professional development activities initiated in 2015-2016 school year focused on CCSS implementation with ELs. •EL students will continue to have additional support

gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA) (or equivalent).

in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA) (or equivalent).

in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. •Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. •Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA) (or equivalent).

BUDGET EXPENDITURES

2017-18

Amount	\$51,480
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Professional development and materials (5200, 5864)
Amount	\$412,350
Source	LCFF
Budget Reference	Certificated Salaries; Science Specialist, Music Teacher, Instructional Technology Coaches

2018-19

Amount	\$53,024
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Professional development and materials (5200, 5864)
Amount	\$415,350
Source	LCFF
Budget Reference	Certificated Salaries; Science Specialist, Music Teacher, Instructional Technology Coaches

2019-20

Amount	\$54,616
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Professional development and materials (5200, 5864)
Amount	\$418,350
Source	LCFF
Budget Reference	Certificated Salaries; Science Specialist, Music Teacher, Instructional Technology Coaches

Goal 10

10. EL reclassification rate will meet or exceed the District's reclassification rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL E. EL Reclassification Rates

Identified Need:

Increase number of English Learners (EL) reclassified as Fluent English Proficient.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification Rate	2016-2017 LAUSD Reclassification Rate: 16.8% 2016-2017 SMBCCS Reclassification Rate: 13.8%	2017-2018 SMBCCS Reclassification Rate: 17%	2018-2019 SMBCCS Reclassification Rate: 18%	2019-2020 SMBCCS Reclassification Rate: 18%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Implement the SMBCCS English Learner Master Plan. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	<ul style="list-style-type: none"> Implement the SMBCCS English Learner Master Plan. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	<ul style="list-style-type: none"> Implement the SMBCCS English Learner Master Plan. • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$174,754	Amount: \$179,754	Amount: \$184,754
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Classified Salaries;
Salary and benefits for
paraprofessional staff to monitor
and assist with the implementation
of the SMBCCS English Learner
Master Plan.

Budget
Reference

Classified Salaries;
Salary and benefits for
paraprofessional staff to monitor
and assist with the implementation
of the SMBCCS English Learner
Master Plan.

Budget
Reference

Classified Salaries;
Salary and benefits for
paraprofessional staff to
monitor and assist with the
implementation of the SMBCCS
English Learner Master Plan.

New
 Modified
 Unchanged

Goal 11

11. School will continue to maintain a high ADA rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL School attendance rates.

Identified Need:

Maintain strong average daily attendance (ADA) rates that support student learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA Rate	SMBCCS ADA rate is above 95%.	ADA rate above 95%.	ADA rate above 95%.	ADA rate above 95%.

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$179,876"/>	Amount <input type="text" value="\$181,876"/>	Amount <input type="text" value="\$184,876"/>

Source

LCFF

Source

LCFF

Source

LCFF

Budget
Reference

Classified Salaries;
Salaries and benefits for classified
staff to support and maintain a
strong average daily attendance.

Budget
Reference

Classified Salaries;
Salaries and benefits for classified
staff to support and maintain a
strong average daily attendance.

Budget
Reference

Classified Salaries;
Salaries and benefits for
classified staff to support and
maintain a strong average daily
attendance.

New

Modified

Unchanged

Goal 12

12. School will continue to maintain a low \leq 1% suspension rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL A. Pupil Suspension Rates

Identified Need:

Reduce number of student suspensions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	Suspension rate is less than 1%.	Suspension rate less than 1%.	Suspension rate less than 1%.	Suspension rate less than 1%.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training. 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training. 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$103,850	Amount	\$106,850	Amount	\$109,850
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student suspensions.	Budget Reference	Certificated Salaries; Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student suspensions.	Budget Reference	Certificated Salaries; Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student suspensions.
Amount	\$18,897	Amount	\$20,897	Amount	\$22,897
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Other resources and materials for Mutt-i-grees program	Budget Reference	Books and Supplies; Other resources and materials for Mutt-i-grees program	Budget Reference	Books and Supplies; Other resources and materials for Mutt-i-grees program

New

Modified

Unchanged

Goal 13

13. School will continue to maintain a low <1% annual pupil expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL B. Pupil Expulsion Rates.

Identified Need:

Reduce number of student expulsions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion rate	Expulsion rate is less than 1%.	Expulsion rate less than 1%.	Expulsion rate less than 1%.	Expulsion rate less than 1%.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training. 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training. 	<ul style="list-style-type: none"> Attendance Manager will continue to monitor student attendance and communicate with families. Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. School will continue to implement social-emotional curriculum (Mutt-i-Grees™), PBIS Training.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$103,850	Amount	\$106,850	Amount	\$109,850
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student expulsions.	Budget Reference	Certificated Salaries; Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student suspensions.	Budget Reference	Certificated Salaries; Administrative staff responsible for Positive Behavior Intervention Support Plan (PBIS) to reduce number of student suspensions.
Amount	\$18,897	Amount	\$20,897	Amount	\$22,897
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Other resources and materials for Mutt-i-grees program and PBIS.	Budget Reference	Books and Supplies; Other resources and materials for Mutt-i-grees program and PBIS.	Budget Reference	Books and Supplies; Other resources and materials for Mutt-i-grees program and PBIS.

New
 Modified
 Unchanged

Goal 14

14. School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL C. School Connectedness

Identified Need:

Increase sense of connectedness to school by students, families and school community.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will continue to achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.	Achieved above 80% positive results on Annual Stakeholder Satisfaction Surveys.	Achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.	Achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.	Achieve above 80% positive results on Annual Stakeholder Satisfaction Surveys.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. • Continue to host community-building events and culminating celebrations. 	<ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. • Continue to host community-building events and culminating celebrations. 	<ul style="list-style-type: none"> • Continue operation of Parent Center with full-time staffing and multiple parent communications and meetings to ensure a strong home-school connection. • Continue music instruction, P.E., and other enrichments to provide students with varied outlets for personal expression, achievement, and collaboration/cooperation with their peers. • Continue to host community-building events and culminating celebrations.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$103,850	Amount	\$105,850	Amount	\$107,850
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.	Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.	Budget Reference	Services and Other Operating Expenses; Parent Center Director and related costs for Parent Center operation.
Amount	\$40,000	Amount	\$41,000	Amount	\$42,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal.	Budget Reference	Services and Other Operating Expenses; Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal.	Budget Reference	Services and Other Operating Expenses; Related costs for parent communication including website maintenance, newsletters, and Illuminate parent portal.
Amount	\$58,710	Amount	\$60,471	Amount	\$62,285
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Field trips and outside vendors for performing arts and science/engineering.	Budget Reference	Services and Other Operating Expenses; Field trips and outside vendors for performing arts and science/engineering.	Budget Reference	Services and Other Operating Expenses; Field trips and outside vendors for performing arts and science/engineering.

Goal 15

15. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will have access to academic and educational enrichment programs as outlined in the school's charter.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Provide access to a broad course of study.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Daily lesson plans and the master plan schedule	Continue to provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.	Provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.	Provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.	Provide broad academic and enrichment opportunities for all students as revealed in daily lesson plans and the master plan schedule.

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school’s charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. 	<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school’s charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. 	<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Provide students with an array of learning (as described in the school’s charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.

BUDGET EXPENDITURES

2017-18

Amount

\$412,350

Source

LCFF

Budget
Reference

Certificated Salaries;
Science Specialist, Music Teacher,
Instructional Technology Coaches

2018-19

Amount

\$415,350

Source

LCFF

Budget
Reference

Certificated Salaries;
Science Specialist, Music Teacher,
Instructional Technology Coaches

2019-20

Amount

\$418,350

Source

LCFF

Budget
Reference

Certificated Salaries;
Science Specialist, Music
Teacher, Instructional
Technology Coaches

Goal 16

16. All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the State's priorities.

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Increase student success in subject areas described in E.C. § 51210 (grades 1-6.)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (estimated 2-3%).	2017 CAASPP ELA Met or Exceeded: 35% 2017 CAASPP Math Met or Exceeded: 30% <i>(Numbers based on preliminary 2017 CAASPP Results)</i>	2018 CAASPP ELA Met or Exceeded: 37% 2018 CAASPP Math Met or Exceeded: 32%	2019 CAASPP ELA Met or Exceeded: 39% 2019 CAASPP Math Met or Exceeded: 34%	2020 CAASPP ELA Met or Exceeded: 41% 2020 CAASPP Math Met or Exceeded: 36%

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement. 	<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement. 	<ul style="list-style-type: none"> • Provide highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. • Increased use of internal benchmark assessments, data-driven instructional planning, differentiation of instruction and technology-based intervention, along with intervention and paraprofessional support for teachers will help drive individual student achievement.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$4,448,419	Amount	\$4,350,742	Amount	\$4,415,859
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Salaries and benefits for certificated staff.	Budget Reference	Certificated Salaries; Salaries and benefits for certificated staff.	Budget Reference	Certificated Salaries; Salaries and benefits for certificated staff.
Amount	\$1,071,954	Amount	\$1,104,112	Amount	\$1,137,236
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Salaries and benefits for classified staff.	Budget Reference	Classified Salaries; Salaries and benefits for classified staff.	Budget Reference	Classified Salaries; Salaries and benefits for classified staff.
Amount	\$125,000	Amount	\$129,000	Amount	\$136,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; School Speech Pathologist	Budget Reference	Services and Other Operating Expenses; School Speech Pathologist	Budget Reference	Services and Other Operating Expenses; School Speech Pathologist

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18 2018-19 2019-20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$2,390,047

[Percentage to Increase or Improve Services:](#)

35.37%

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](#)).

Santa Monica Boulevard Community Charter School's identified supplemental and concentration grant based on the number and concentration of unduplicated students (98%) is \$2,390,047 for fiscal year 2017-2018.

Details regarding how these additional funds will be expended are included in Section 3B, and are summarized below:

- Professional development including training for school leadership and all certificated staff, as well as classified staff as appropriate, focusing on target population of unduplicated students (35% of Supplemental and Concentration Grant).
- Additional personnel, materials and resources to support and assist target groups in English language development, English language arts, mathematics and other curricular areas as needed to ensure population of unduplicated students reach proficiency in mastering Common Core State Standards (35% of Supplemental and Concentration Grant).
- Psychological and mental health support, academic intervention, and social/emotional programs designed to monitor and promote strong and regular yearly progress of unduplicated student group (30% of Supplemental and Concentration Grant).

Due to Santa Monica Boulevard Community Charter School's high percentage of unduplicated students (98%), the funds will be expended on a school-wide basis to ensure all students are served and personnel, materials and resources are utilized efficiently and equitably.

Santa Monica Boulevard Community Charter School's proportional increase or improvement in services for fiscal year 2017-2018 is 35.37%.

All of the actions and services specified in Section 3B provide additional layers of service for low income, foster youth, English Learners and re-designated fluent English proficient students by providing additional support and training for teachers, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These activities are specifically designed to focus on the needs of the unduplicated student groups above and beyond services, training and supports that have been provided in the current year.

