

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Monseñor Oscar Romero Charter School Contact (Name, Title, Email, Phone Number): Yvette King-Berg, Executive Director, ykingberg@ypics.org

LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Introduction</p> <p>Monseñor Oscar Romero Charter School (MORCS) is continuously working toward excellence and improvement from the moment that the charter is approved through the next renewal cycle. The mission and vision of the school is clearly stated in the charter petition. Ultimately, we prepare citizen-scholars to become California’s future leaders and innovators who will serve their communities. This coordinated vision was developed collaboratively with our board members, administrators, parents, teachers, and students. Our LCAP mirrors our charter petition and it provides a pathway to our future. MORCS looks at the needs of students with a parents’ eyes. As parents, we have hopes and dreams for our children. Our school is focused on supporting families to help their children succeed in life by ensuring access to a high quality rigorous education and by providing a positive school culture and environment in a public school setting. Children are the focus of our families, and therefore are the primary focus of our school. Families are the building block of a community. By lifting families, we can build strong communities. Our charter petition plan provides an easy transition to the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).</p> <p>The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school’s priorities as it related to all facets of an educational process. The Monseñor Oscar Romero Charter School reviews all internal data on an ongoing basis, benchmarks, Success For All, ALEKS, Achieve 3000, Adaptive Curriculum assessments, Teachers assessments, grades and also the Academic Performance</p>	<p>VISION</p> <p>Our school is named in honor of and inspired by Monseñor Oscar Romero Charter, a prominent Latino community-organizer who dedicated his life to lead the struggle of poor immigrant communities in California and across the nation for social and economic justice. Above all, he never failed to give eloquent and insistent voice to the cardinal importance of education. <i>Monseñor</i> Oscar Romero believed in the Jeffersonian ideal that without an intelligent citizenry, democracy and its attendant ideals become quite impossible.</p> <p>MISSION</p> <p>The Monseñor Oscar Romero Charter School prepares urban students in grades 6-8 for academic success and active community participation. The school is located in the Pico Union area of Los Angeles, California, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families where Spanish is spoken in the home. A significant number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. The Monseñor Oscar Romero Charter School seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students’ accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.</p> <p>The Monseñor Oscar Romero Charter School’s mission is to:</p> <ul style="list-style-type: none"> • Prepare students for academic success in high school; as well as, post-secondary education. College and Career Readiness. • Prepare students to be responsible and active participants in their community.

Index (API) and the Adequate Yearly Progress (AYP) at the state and federal level.

- Enable students to become life-long learners.

Inspired by Monseñor Oscar Romero, students at the **Monseñor Oscar Romero Charter School** will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school. Furthermore, the critical thinking skills and the habits of mind students develop while under the care of **Monseñor Oscar Romero Charter** school will prepare them for the rigors the college and career world.

In accordance with the Expected Schoolwide Learning Results (ESLRs), every student who graduates from **Monseñor Oscar Romero Charter School** will be:

- An **Effective Communicator**, able to read, write, converse and listen for a variety of purposes
- An **Information Manager**, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A **Problem Solver**, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A **Productive Member of Society**, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A **Lifelong Learner**, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to

	<p>In addition:</p> <ul style="list-style-type: none"> • Clear focus on student academic achievement • Continued implementation of Common Core State Standards (CCSS) • Continue to address the needs of all sub-groups, English Learners (EL), Special Needs, and other. • Focus on providing guided teaching, direct instruction and support to student learning at all levels. • Supplemental and intervention at all levels of learning. • Partnership with parents to provide support for their child or children. • Offer options for parent participation, workshops and school support. Connecting all to community opportunities. • Involvement of community, foundations and supports to increase student academic achievement parameters (mastery) and economically providing for student access. • Actively giving students opportunities to visit colleges and universities. • College readiness for all students
<p>Annual Update: The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school’s priorities as it related to all facets of an educational process. The Monseñor Oscar Romero Charter School reviews all internal data on an ongoing basis, benchmarks, Success For All, Teachers assessments, grades and also both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) at the state and federal level from past years and currently due to suspended State and federal for another year the use of assessments noted below.</p>	<ul style="list-style-type: none"> • Clear focus on student academic achievement • Support in Common Core State Standards (CCSS) • Continue to address the needs of all sub-groups, English Learners (EL), Special Needs, and other. • Focus on providing guided teaching, direct instruction and support to student learning at all levels. • Supplemental and intervention at all levels of learning. • Partnership with parents to provide support for their child or children. • Offer options for parent participation, workshops and school support. Connecting all to community opportunities.

August 2014 – June 2015

Presentations were made reminding all stakeholders of the LCAP process, their opportunities to provide input, and the progress made towards the LCAP goals. Stakeholder engagement was included, obtained, or provided at the following meetings throughout the year:

- **Board of Directors Meetings held:**

- 3/23/2015
- 1/12/2015
- 12/08/2014
- 10/27/2014
- 9/8/2014
- 8/25/2014

- **Coffee with the Directors (Advisory & Consultation):**

- 8/19/14
- 9/30/14
- 10/14/14
- 11/11/14
- 2/13/15
- 3/10/15
- 4/9/15
- 5/14/15

- **Padres Comprometidos**

- 9/30/14
- 10/17/14
- 10/22/14
- 10/28/14

- **Parent Engagement, Academic, and Safety Committees Meetings:**

- 10/17/14
- 12/9/14

- Involvement of community, foundations and supports to increase student academic achievement parameters (mastery) and economically providing for student access.
- Actively giving students opportunities to visit colleges and universities.
- College readiness for all students

- 2/5/15
- 3/5/15
- 4/14/15
- 4/21/15

- **Parent Advisory Committee Meetings:**

- 10/17/14
- 12/9/14
- 1/20/15
- 2/24/15
- 3/27/15

Additionally:

- A survey, collaboratively developed by parents, staff and students was translated and provided to each parent during the fall parent conferences (9/23-9/27/14)

Administrative staff analyzed the raw data and provided a summary of the results; which were included in the feedback to teachers during the October Youth Policy Institute Charter Schools (YPICS) Professional Development day. This data along with March Benchmark data was provided to parents during the Spring Open House.

- The Student Leadership Team and CASA Student Leaders conducted a Spring Student Survey.. Data collected from this survey was provided to the Youth Advisory Board and included in the event planning for the Youth Leadership Summit; which was held at UCLA on May 26, 2015.
- Small focus groups were held with school leaders, parents, teachers, and students throughout the year to collect comments/advise about the LCAP process and implementation.

<p>All feedback was collected, synthesized, and organized to inform MORC's draft LCAP.</p> <p>Data reviewed included but is not limited to the following:</p> <ul style="list-style-type: none">• School Accountability Report Cards• California Standards Test Report• Academic Performance Index Report• English Learner Reports (Annual Measurable Achievement Objectives 1 and 2 and Reclassification Rates)• Course Grades• Attendance Reports <p>DRAFT LCAP for Public Comment (May 2015): The draft LCAP will be available for public comment for a 30-day period during the month of May. Subsequent revisions will be made to reflect stakeholder input, as appropriate.</p> <p>First Reading and Adoption (June 2015): The draft LCAP will be presented at a meeting of the Board for an initial reading. A revised plan will be revisited at a subsequent meeting of the Board for adoption at the same time the budget for 2014-2015 is adopted.</p> <p>Transmission to County Office of Education (June 30, 2015): After Board adoption, the adopted LCAP will be transmitted to the Los Angeles County Office of Education for final review and approval.</p>	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear

budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and

school climate)?

- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<p>State Priority 1: Teacher Assignment</p> <p>Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching. Verification of credential through the CA Commission on Teacher Credentialing</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify <u>State Priority 1: Teacher Assignment</u></p>
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Identified Need : Teacher Assignment

Goal Applies to: Schools: **Monseñor Oscar Romero Charter School**

Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 100% of teachers will hold NCLB required authorizations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Actions were implemented this year that supported this goal which includes a rigorous hiring process.</p> <p>Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to (HR)-HR Coordinator and Accounts Payable, (HR-Chief Operations Officer), (Director of Academic Achievement), (Executive Director).</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$29K – Salaries (LCFF Base, LCFF Supplemental and Concentration)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 100% of teachers will hold NCLB required authorizations

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Actions were implemented this year that supported this goal which includes a rigorous hiring process.</p> <p>Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to (HR)-HR Coordinator and Accounts Payable, (HR-Chief Operations Officer), (Director of Academic Achievement), (Executive Director).</p>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$30K – Salaries (LCFF Base, LCFF Supplemental and Concentration)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% of teachers will hold NCLB required authorizations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Actions were implemented this year that supported this goal which includes a rigorous hiring process.</p> <p>Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to (HR)-HR Coordinator and Accounts Payable, (HR-Chief Operations Officer), (Director of Academic Achievement), (Executive Director).</p>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$31K – Salaries (LCFF Base, LCFF Supplemental and Concentration)

GOAL:	State Priority 1: Standards aligned instructional materials	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
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Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as outline in our charter petition

Local : Specify __ **State Priority 1: Standards aligned instructional materials**

Identified Need :	Standards aligned instructional materials
Goal Applies to:	Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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. Purchase of CCSS, Next Generation materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA, Illuminate. 	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$72K - Salaries, and Students Supplies (LCFF Supplemental & Concentration)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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. Purchase of CCSS, Next Generation materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA, Illuminate. 	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$74K - Salaries, and Students Supplies (LCFF Supplemental & Concentration)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% of students have access to standards-aligned materials and additional instructional materials as stated in our petition.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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. Purchase of CCSS, Next Generation materials for all students Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA, Illuminate. 	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$77K - Salaries, and Students Supplies (LCFF Supplemental & Concentration)

GOAL:	State Priority 1: School facilities are maintained in good repair		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>State Priority 1:</u> <u>School facilities are maintained in good repair</u>	
	Goal 1C: Maintain a clean and safe school facility			
Identified Need :		School facilities are maintained in good repair		
Goal Applies to:		Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately. 1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols 2. Conduct audit of facilities. 3. Increase staffing in Maintenance and Operations areas identified as needed by audit.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$22K - Salaries, (LCFF Supplemental & Concentration)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p> <ol style="list-style-type: none"> 1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols 2. Conduct audit of facilities. 3. Increase staffing in Maintenance and Operations areas identified as needed by audit. 	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$23K - Salaries, (LCFF Supplemental & Concentration)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Daily general cleaning by custodial staff will maintain campus cleanliness; logs are competed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Annually, 90% of all items on monthly site	Schoolwide	<input checked="" type="checkbox"/> ALL	\$24K - Salaries, (

instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.

1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols
2. Conduct audit of facilities.
3. Increase staffing in Maintenance and Operations areas identified as needed by audit.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCFF Supplemental & Concentration)

GOAL:	<p>State Priority 2: To provide for student academic achievement.</p> <p>Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify State Priority 2: To provide for student academic achievement _____</p>
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Identified Need :	To provide for student academic achievement.
Goal Applies to:	Schools: Monseñor Oscar Romero Charter School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	<p>Need: CA Common Core State Standards Implementation</p> <p>Metric: Identify and participate in intensive professional development and training on teaching and learning the CA CCSS.</p> <p>Classroom observations</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Curriculum and strategy use is an important component in the effective use of CCS. Monseñor Oscar Romero Charter School will provide the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform • Coaching • Textbooks and instructional materials. • Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Technology support • Full implementation of SFA Reading Edge, and other programs. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$171K - Salaries, (LCFF Supplemental & Concentration)</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>CA Common Core State Standards Implementation</p> <ul style="list-style-type: none"> • Identify and participate in intensive professional development and training on teaching and learning the CA CCSS. • Classroom observations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Curriculum and strategy use is an important component in the effective use of CCS. Monseñor Oscar Romero Charter School will provide the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform • Coaching • Textbooks and instructional materials. • Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Technology support • Full implementation of SFA Reading Edge, and other programs. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$176K - Salaries, (LCFF Supplemental & Concentration)</p>
LCAP Year 3: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<p>Need: CA Common Core State Standards Implementation</p> <p>Metric:</p> <ul style="list-style-type: none"> • Identify and participate in intensive professional development and training on teaching and learning the CA CCSS. • Classroom observations 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Curriculum and strategy use is an important component in the effective use of CCS. Monseñor Oscar Romero Charter School will provide the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform • Coaching • Textbooks and instructional materials. • Professional development provided for teachers and staff in Inquiry Based Learning, Gradual Release of Instruction, Core Six, technology integration, service learning aligned with CCSS, etc. • Technology support • Full implementation of SFA Reading Edge, and other programs. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$181K - Salaries, (LCFF Supplemental & Concentration)</p>
<p>Continue professional development activities initiated in 2013-2014 school year focused on CCSS and differentiated instructional techniques (100% of teachers participating).</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	

GOAL:	<p>State Priority 2: To provide for student academic achievement</p> <p>Goal 2 B: All students will gain academic content knowledge through the implementation of the CA CCSS</p>	<p>1__ 2_<input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _ State Priority 2: To provide for student academic achievement</p>
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Identified Need : **To provide for student academic achievement**

Goal Applies to: Schools: **Monseñor Oscar Romero Charter School**
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: To be measured by student academic achievement results and ongoing benchmarks

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Need: EL Students and Academic Content – All subgroups.</p> <p>Metric: Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster</p> <p>Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>Or:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$193K - Salaries, (LCFF Supplemental & Concentration)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: To be measured by student academic achievement results and ongoing benchmarks

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Need: EL Students and Academic Content –</p>	Schoolwide	<input checked="" type="checkbox"/> ALL	\$198K - Salaries,

<p>All subgroups.</p> <p>Metric: Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster</p> <p>Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>(LCFF Supplemental & Concentration)</p>	
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>To be measured by student academic achievement results and ongoing benchmarks</p>		
<p>Actions/Services</p> <p>Need: EL Students and Academic Content – All subgroups.</p> <p>Metric: Knowledge: To be measured by teacher lesson plans; daily class schedule; class roster</p> <p>Continued use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data.</p>	<p>Scope of Service</p> <p>Schoolwide</p>	<p>Pupils to be served within identified scope of service</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Budgeted Expenditures</p> <p>\$204K - Salaries, (LCFF Supplemental & Concentration)</p>
<p>GOAL:</p>	<p>Goal 3 A: Maintain parent representation on the Parent Advisory Council (PAC)</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __State Priority #3 Parent involvement</p>
<p>Identified Need :</p>	<p>Student academic achievement-Student Engagement</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Monseñor Oscar Romero Charter School</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>LCAP Year 1: 2015-16</p>			

Expected Annual Measurable Outcomes:	Parents to serve as participants in quarterly meetings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Need: Parent Input: access to opportunities for participation and input on decision-making Metric: To be measured by meeting agendas and sign ins.	Parent coordinator Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$41K - Salaries, (LCFF Supplemental & Concentration)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Parents to serve as participants in quarterly meetings		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Need: Parent Input: access to opportunities for participation and input on decision-making Metric: To be measured by meeting agendas and sign ins.	Parent coordinator Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$42K - Salaries, (LCFF Supplemental & Concentration)
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Parents to serve as participants in quarterly meetings.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Need: Parent Input: access to opportunities for	Schoolwi	<input checked="" type="checkbox"/> ALL	\$43K - Salaries, (

<p>participation and input on decision-making</p> <p>Metric: To be measured by meeting agendas and sign ins.</p>	<p>de</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
<p>GOAL:</p>	<p>Goal 3 B: Conduct a minimum of six (6) family meetings per year July 1-June; to include a minimum of two Student Led Conferences (SLC)</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __State Priority #3 Parent involvement_____</p>
<p>Identified Need :</p>	<p>Need: To provide parent access to opportunities for participation and input on decision-making. Metric: Documentation of parent meeting attendance and agendas; results of surveys.</p>		
<p>Goal Applies to:</p>	<p>Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All</p>		
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>At least 85% of parents will attend at least one school event each year and 95% will attend a parent-teacher conference.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$93K - Salaries, (LCFF Supplemental & Concentration)</p>
<p>Parents will receive more frequent and</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	

<p>clear communications about school meetings and events through multiple modes of communication:</p> <ul style="list-style-type: none"> • School website • Teacher websites • Google email, • PowerAnnouncement, PowerSchool • Newsletters • Illuminate Parent Portal • Annual Parent/Student Handbook • Annual academic calendar • Monthly calendar of meetings and events. <ul style="list-style-type: none"> • 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, class and school presentations. • Parents will be strongly encouraged to attend twice annual parent-teacher conferences. • All parents will be encouraged to participate in school committees. 	<p>de</p>	<div style="border: 1px dashed black; padding: 10px;"> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> </div>
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<p style="text-align: center;">LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>At least 85% of parents will attend at least one school event each year and 95% will attend parent-teacher conference.</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>School will continue to provide multiple</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$96K - Salaries, (</p>

<p>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.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
<p>Parents will receive more frequent and clear communications about school meetings and events through multiple modes of communication:</p> <ul style="list-style-type: none"> • School website • Teacher websites • Google email, • PowerAnnouncement, PowerSchool • Newsletters • Illuminate Parent Portal • Annual Parent/Student Handbook • Annual academic calendar • Monthly calendar of meetings and events. <p>• 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, class and school presentations.</p> <p>• Parents will be strongly encouraged to attend twice annual parent-teacher conferences.</p> <p>• All parents will be encouraged to participate in school committees.</p>	<p>Schoolwide</p>	<p>X__ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>LCAP Year 3: 2017-18</p>			

Expected Annual Measurable Outcomes:	At least 85% of parents will attend at least one school event each year and 95% will attend parent-teacher conference.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	Schoolwide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$98K - Salaries, (LCFF Supplemental & Concentration)
Parents will receive more frequent and	Schoolwide	__ALL -----	

clear communications about school meetings and events through multiple modes of communication:

- School website
- Teacher websites
- Google email,
- PowerAnnouncement, PowerSchool
- Newsletters
- Illuminate Parent Portal
- Annual Parent/Student Handbook
- Annual academic calendar
- Monthly 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, class and school presentations.

• Parents will be strongly encouraged to attend twice annual parent-teacher conferences.

• All parents will be encouraged to participate in school committees structures.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify)_____

GOAL:

Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balanced/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics

Related State and/or Local Priorities:

1__ 2__ 3_ 4_ **X** 5__ 6__ 7__ 8__

COE only: 9__ 10__

Local : Specify **State Priority**

#4_ Student Achievement__

Identified Need :	Need: To ensure all students meet or exceed targets for growth on Statewide Assessments once set by the State. Metric: SBAC/CAASPP measures TBD.		
Goal Applies to:	Schools:	Monseñor Oscar Romero Charter School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 Mathemati.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16K - Salaries, (LCFF Supplemental & Concentration)
• Provide highly qualified educational	Schoolwide	<input checked="" type="checkbox"/> ALL	

support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team 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 Profile, SST meetings, and other assessments and protocols.
- Provide additional support and intervention services for students including counseling, emotional social support, after school tutoring and enrichment.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students, including all student subgroups	Schoolwide	<input checked="" type="checkbox"/> ALL	\$16K - Salaries, (

<p>(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.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
<ul style="list-style-type: none"> • Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team 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 Profile, SST meetings, and other assessments and protocols. • Provide additional support and intervention services for students including counseling, emotional social support, after school tutoring and enrichment 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>LCAP Year 3: 2017-2018</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>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.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17K - Salaries, (LCFF Supplemental & Concentration)</p>
<p>• Provide highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

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 Profile, SST meetings, and other assessments and protocols.
- Provide additional support and intervention services for students including counseling, emotional-social support, after school tutoring and enrichment

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

GOAL:	Goal 4B: School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>State Priority</u> #4 Student Achievement
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Identified Need :	Need: To ensure all students meet or exceed targets for growth on Statewide Assessments once set by the State. Metric: SBAC/CAASPP measures TBD.
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Goal Applies to:	Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/Literacy and Mathematics.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Classroom instruction will incorporate testing	Schoolwide	<u>X</u> _ALL	\$16K - Salaries, (

<p>strategies in preparation for the SMARTER BALANCE/CAASPP</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</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. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Need: To ensure all students meet or exceed targets for growth on Statewide Assessments once set by the State. Metric: SBAC/CAASPP measures TBD.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/ Literacy and Mathematics.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$16K - Salaries, (LCFF Supplemental & Concentration)</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 EL Profile. 	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Need: To ensure all students meet or exceed targets for growth on Statewide Assessments once set by the State. Metric: SBAC/CAASPP measures TBD.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Benchmarks for growth will be established by the State on the CAASPP Statewide assessment in the areas of English Language Arts/ Literacy and Mathematics.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17K - Salaries, (LCFF Supplemental & Concentration)</p>
<ul style="list-style-type: none"> • Continue professional development 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	

- 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 Profile.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

GOAL:	Goal 4C: Students are on track to be college and career ready			Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>State Priority</u> #4 <u>Student Achievement</u>
Identified Need :	All students will increase reading lexile levels by +40 by the end of the school year. College and Career Ready Metric: Completion of Presentation of Learning, achieve gains in API and AYP and interim benchmarks.			
Goal Applies to:	Schools:	Monseñor Oscar Romero Charter School		
	Applicable Pupil Subgroups:	All Students		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Use SFA Reading Strategies, Achieve3000 or similar program; assess Lexile Levels. Result on API and AYP and interim benchmarks to ensure growth targets.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

<p>Use SFA Reading Strategies, Achieve3000 or similar program; assess Lexile Levels</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$151K - Salaries, (LCFF Supplemental & Concentration)</p>
<p>Visit community college and universities. Continue partnerships with community, colleges and universities. (National Council of La Raza).</p> <p>Have students participate in career planning, conducting self evaluations, and setting goals.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will increase reading lexile levels by +40 by the end of the school year. College and Career Ready</p> <p>Metric: Completion of Presentation of Learning, achieve gains in API and AYP and interim benchmarks.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Use SFA Reading Strategies, Achieve3000 or similar program; assess Lexile Levels</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$156K - Salaries, (LCFF Supplemental & Concentration)</p>
<p>Visit community college and universities. Continue partnerships with community, colleges and universities. (National Council of La Raza).</p> <p>Have students participate in career planning, conducting self evaluations, and setting goals</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will increase reading lexile levels by +40 by the end of the school year. College and Career Ready Metric: Completion of Presentation of Learning, achieve gains in API and AYP and interim benchmarks.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Use SFA Reading Strategies, Achieve3000 or similar program; assess Lexile Levels</p>	<p>Schoolwide</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$161K - Salaries, (LCFF Supplemental & Concentration)</p>
<p>Visit community college and universities. Continue partnerships with community, colleges and universities. (National Council of La Raza). Have students participate in career planning, conducting self evaluations, and setting goals</p>	<p>Schoolwide</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
<p>GOAL:</p>	<p>Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year,</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify State Priority #4 Student Achievement__</p>
<p>Identified Need :</p>	<p>Need: EL Progress Metric: Students will meet their performance level growth.</p>		
<p>Goal Applies to:</p>	<p>Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All; English Learners</p>		
<p>LCAP Year 1: 2015-16</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT) Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</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. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$23K - Salaries, (LCFF Supplemental & Concentration)</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT) Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue professional development</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$23K - Salaries, (</p>

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.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profiles and retell assessments.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCFF Supplemental & Concentration)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	EL students will have an ILP with performance level goals. Students will take a diagnostic as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic. (CELDT)		
	Achieve similar or higher rate of EL growth compared to the District on the CELDT (or similar) scale each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue professional development	Schoolwide	<input checked="" type="checkbox"/> ALL	\$24K - Salaries, (

<p>activities initiated in 2013-2014 school year focused on CCSS implementation with ELs.</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. • Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profiles and retell assessments. 	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
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<p>GOAL:</p>	<p>Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify State Priority #4 Student Achievement__</p>
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<p>Identified Need :</p>	<p>Need: EL Reclassification Rates Metric: Reclassification Rate will be monitored. Students will be monitored for 3 years based on EL criteria for Proficiency and or student support. Meet or exceed the District’s EL reclassification rate; meet or exceed annual AMAOs</p>
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<p>Goal Applies to:</p>	<p>Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All, English Learners</p>
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LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>School will use ILP and Cohort monitoring system to develop and review 3 years goal for all incoming 6th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAI and ELD instructional strategies and extended day instruction as needed. Student data will be monitored and reviewed by Administrators and grad level teams. ILP’s will be developed in coordination of each EL student.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<ul style="list-style-type: none"> Implement the EL English Learner Master Plan. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10K - Salaries, (LCFF Supplemental & Concentration)
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	School will use ILP and Cohort monitoring system to develop and review 3 years goal for all incoming 6th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAI and ELD instructional strategies and extended day instruction as needed. Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.		
<p align="center">Actions/Services</p>	Scope of Service	<p align="center">Pupils to be served within identified scope of service</p>	Budgeted Expenditures
<ul style="list-style-type: none"> Implement the EL English Learner Master Plan. Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11K - Salaries, (LCFF Supplemental & Concentration)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	School will use ILP and Cohort monitoring system to develop and review 3 years goal for all incoming 6th graders to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAI and ELD instructional strategies and extended day instruction as needed. Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.		
<p align="center">Actions/Services</p>	Scope of Service	<p align="center">Pupils to be served within identified scope of service</p>	Budgeted Expenditures
<ul style="list-style-type: none"> Implement the EL English Learner 	Schoolwide	<input checked="" type="checkbox"/> ALL	\$11K - Salaries, (

<p>Master Plan.</p> <ul style="list-style-type: none"> • Re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers. 	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
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<p>GOAL: Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>State Priority # 5 Student engagement</u></p>
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<p>Identified Need :</p>	<p>Need: To maintain strong average daily attendance (ADA) rates that support student learning. Metric: Attendance rate.</p>
<p>Goal Applies to:</p>	<p>Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>School will continue to maintain a high ADA rate above 96%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Parent Coordinator and Climate & Culture Staff 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>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$27K - Salaries, (LCFF Supplemental & Concentration)</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>School will continue to maintain a high ADA rate above 96%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Parent Coordinator and Climate & Culture Staff 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. 	Schoolwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$28K - Salaries, (LCFF Supplemental & Concentration)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	School will continue to maintain a high ADA rate above 96%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Parent Coordinator and Climate & Culture Staff 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. 	Schoolwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$29K - Salaries, (LCFF Supplemental & Concentration)

GOAL:	Goal 5 B: School will retain and promote 6th through 8th grade students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __ State Priority # 5 Student Engagement _____	
Identified Need :	Need: Middle School Dropout Rate			
	Metric: <i>Student attendance rate and monitoring of student retention rates</i>			
Goal Applies to:	Schools:	Monseñor Oscar Romero Charter School		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	<ul style="list-style-type: none"> Program Coordinator and School Climate 	Schoolwide	_X_ALL	\$32K - Salaries, (

<p>& Culture Staff will continue to monitor student attendance and communicate with families.</p> <ul style="list-style-type: none"> • 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, SWPBIS, Training, and the Responsive Classroom approach to teaching. • Continue to implement in-house suspension. • Teachers will continue with home visits and assist in monitoring of all student attendance. 	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> • Program Coordinator and School Climate 	<p>Schoolwide</p>	<p>X__ALL</p>	<p>\$33K - Salaries, (</p>

<p>& Culture Staff will continue to monitor student attendance and communicate with families.</p> <ul style="list-style-type: none"> • 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, SWPBIS Training, and the Responsive Classroom approach to teaching. • Continue to implement in-house suspension. • Teachers will continue with home visits and assist in monitoring of all student attendance. 	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<ul style="list-style-type: none"> • Program Coordinator and School Climate 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$34K - Salaries, (</p>

<p>& Culture Staff will continue to monitor student attendance and communicate with families.</p> <ul style="list-style-type: none"> • 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, SWPBIS Training, and the Responsive Classroom approach to teaching. • Continue to implement in-house suspension. • Teachers will continue with home visits and assist in monitoring of all student attendance. 	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
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<p>GOAL:</p>	<p>Goal 6A: Monseñor Oscar Romero Charter School will maintain a low annual expulsion rate.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify __ State Priority #6 School Climate</p>
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Identified Need :	Student suspension/expulsion rates
Goal Applies to:	Schools: Monseñor Oscar Romero Charter School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Expulsion rate will be maintained at less than 1%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Attendance Manager will continue to monitor 	Schoolwide	<input checked="" type="checkbox"/> ALL	\$22K - Salaries, (

<p>student attendance and communicate with families.</p> <ul style="list-style-type: none"> • 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 SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model. 	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Expulsion rate will be maintained at less than 1%.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> • Attendance Manager will continue to monitor 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$23K - Salaries, (</p>

<p>student attendance and communicate with families.</p> <ul style="list-style-type: none"> • 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 SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model. 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			

LCAP Year 3: 2017 -18

<p>Expected Annual Measurable Outcomes:</p>	<p>Expulsion rate will be maintained at less than 1%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> • Attendance Manager will continue to monitor 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$23K - Salaries, (</p>

<p>student attendance and communicate with families.</p> <ul style="list-style-type: none"> • 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 SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences. • School will use Family Support Team process that mirrors the School Support Team model. 	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>
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<p>GOAL:</p>	<p>Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school’s charter</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify <u>State Priority #7</u> Broad Course of Study</p>
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Need: Course Access

Identified Need : Extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; etc. §42238.02) and students with exceptional needs. "broad course of study" includes the following, as applicable

Goal Applies to: Schools: **Monseñor Oscar Romero Charter School**
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015--16

Expected Annual Measurable Outcomes: Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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). Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.	Schoolwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$49K - Salaries, (LCFF Supplemental & Concentration)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>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). Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$51K - Salaries, (LCFF Supplemental & Concentration)</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>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). Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$52K - Salaries, (LCFF Supplemental & Concentration)</p>

<p>GOAL:</p>	<p>Goal 8 A: Teachers receive dashboards with student past performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify <u>State Priority #8 Other</u></p>
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Identified Need :	NEED: INTERNAL ASSESSMENT		
	Metric: Students demonstrate expected growth from Pre to B1, Pre to B2, and Pre to Post. benchmarks.		
Goal Applies to:	Schools:	Monseñor Oscar Romero Charter School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	<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. Continue use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. 	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
			Budgeted Expenditures
			\$65K - Salaries, (LCFF Supplemental & Concentration)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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. • Continue use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. 	Schoolwide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$67K - Salaries, (LCFF Supplemental & Concentration)

LCAP Year 3: 2017--18

Expected Annual Measurable Outcomes:	Overall, we expect 10% of students to score proficient on one or more of pre-assessments, and we expect between 55 and 68% of students to reach proficiency at B1, B2, Post (Baseline is based on CA Smarter Balanced assessments and delivery methods. Interim benchmarks while the Smarter Balanced assessment is suspended.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Provide highly qualified and experienced 	Schoolwide	<input checked="" type="checkbox"/> ALL	\$69K - Salaries, (

<p>teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.</p> <ul style="list-style-type: none"> 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. Continue use of Student Outcomes Strategies (SOS) in conducting quarterly reviews of data. 	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Supplemental & Concentration)</p>	
<p>GOAL:</p>	<p>Goal 8B: Teachers receive dashboards with students' past performance and expectations for future performance. Teachers/ Leaders augment instructional activities and efforts based on student expected performance relative to the proficiency standard</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify __ State Priority #8__</p>	
<p>Identified Need :</p>	<p>Need: Growth Metric: Documentation of student participation in intervention and accelerated learning programs.</p>		
<p>Goal Applies to:</p>	<p>Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All</p>		
<p>LCAP Year 1: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Consistent with state requirements, all students will reach growth expectation. Initial expectations for achievement will be based on State determined AMO, but augmented as results become clear with Common Core State Standards</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Students actively participate throughout the school</p>	<p>Schoolwide</p>	<p><u>X</u> ALL</p>	<p>No additional</p>

year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhances family's sense of belonging and community. **Monseñor Oscar Romero Charter School** will continue to devise and administer satisfaction surveys to parents, students, and teachers annually.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

cost

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Consistent with state requirements, all students will reach growth expectation. Initial expectations for achievement will be based on State determined AMO, but augmented as results become clear with Common Core State Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhances family's sense of belonging and community. Monseñor Oscar Romero Charter School will continue to devise and administer satisfaction surveys to parents, students, and teachers annually.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Consistent with state requirements, all students will reach growth expectation. Initial expectations for achievement will be based on State determined AMO, but augmented as results become clear with Common Core State Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students actively participate throughout the school	Schoolwide	<input checked="" type="checkbox"/> ALL	No additional

year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhances family's sense of belonging and community. **Monseñor Oscar Romero Charter School** will continue to devise and administer satisfaction surveys to parents, students, and teachers annually.

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

cost

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

State Priority 1		Related State and/or Local Priorities:	
		1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> STATE PRIORITY #1: BASIC SERVICES _____	
Goal Applies to:	Schools: Monseñor Oscar Romero Charter School	Applicable Pupil Subgroups:	All
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Original GOAL from prior year LCAP:	Budgeted Expenditures	Actual Annual Measurable Outcomes	Estimated Actual Annual Expenditures
State Priority 1: Teacher Assignment Goal 1A: Maintain the appropriate assignment of teacher and fully credentialed in the subject areas for the pupils they are teaching. Verification of credential through the CA Commission on Teacher Credentialing	ANTICIPATED EXPENDITURE \$25K (LCFF)	Actions were implemented this year that supported this goal which includes a rigorous hiring process. Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.” The corresponding expenditure would be to Yesnia (HR), Kevin (HR-Director of Academic Achievement), Ruben (HR-Chief Operations Officer) Yvette (HR-Executive Director).	Certificated and Classified Salaries - \$27K Source: LCFF Base
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>State Priority 1: Standards aligned instructional materials</p> <p>Goal 1B: Students will have access to standards-aligned materials and additional instructional materials as stated in our charter petition.</p>	<p>ANTICIPATED EXPENDITURE \$50K (LCFF, CC)</p>	<p>100% of students have access to standards-aligned materials and additional instructional materials as outlined in our petition. Purchase of ALEKS, Achieve3000, Adaptive Curriculum, SFA</p>	<p>Student Materials - \$63K Source: LCFF Supplemental and Concentration</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>State Priority 1: School facilities are maintained in good repair</p> <p>Goal 1C: Maintain a clean and safe school facility</p>	<p>ANTICIPATED EXPENDITURE \$35K (LCFF)</p>	<p>Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual facility inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature were corrected within three months. When it was urgent or a safety related corrections were corrected immediately.</p> <ol style="list-style-type: none"> 1. Review Maintenance, Repair and Renovation scheduling process, procedures and protocols. 2. Conduct audit of facilities. 	<p>Certificated and Classified Salaries - \$37K Source: LCFF Base</p>

		3. Increase staffing in Maintenance and Operations in areas identified as needed by audit.		
Scope of service:		Scope of service:		
X ALL		X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Monseñor Oscar Romero Charter School is 100% compliant, to address State Priority 1, though next year's LCAP will include the actions taken to maintain this goal.			

State Priority 2: To provide for student academic achievement.	Related State and/or Local Priorities: 1__ 2__x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __
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Goal Applies to:	Schools: Monseñor Oscar Romero Charter School	Applicable Pupil Subgroups: All
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Original GOAL from prior year LCAP:	Budgeted Expenditures	Actual Annual Measurable Outcomes:	Estimated Actual Annual Expenditures
<p>State Priority 2: To provide for student academic achievement.</p> <p>Goal 2A: Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS)</p> <p>Curriculum is an important component in the effective use of CCS. Monseñor Oscar Romero Charter School will provide the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Digital Curriculum aligned to CCSS • iObservation Platform • Textbooks and instructional materials. 	<p>ANTICIPATED EXPENDITURE Director of Curriculum & Innovation Teacher Release Subs (CCSS Funds) Additional technology Technology Coach \$100K (LCFF)</p>	<ul style="list-style-type: none"> • Added Coordinator/Director of instruction position to team • Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments. • Additional laptop purchases to support classroom implementation of CCSS and NGSS. • Technology integration in the classroom is a priority and support for teachers is provided regularly in PD. • Charter School staff participates in cultural proficiency training. • Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS. • All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math. 	<p>Certificated and Classified Salaries - \$136K Source: LCFF Base, LCFF Supplemental and Concentration, Special ED</p>

		<ul style="list-style-type: none"> Using the PLC process, all site administrators and teachers monitor the academic progress of all students and provide support to insure grade-level mastery in ELA and math. Staff is provided professional development in differentiated instruction. Data Team provide teacher support, as requested by teacher. All staff trained on appropriate modifications for students with disabilities when taking the state assessment. 	
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Goal 2B: Provide regular staff training in CCSS in order to ensure implementation of CCSS for all pupils.	Included above	CCSS training will be embedded into every professional development meeting. Special Education and English Learners all subgroup training.	Certificated and Classified Salaries - \$17K Source: LCFF Base, LCFF Supplemental and Concentration, Special ED
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Monseñor Oscar Romero Charter School will continue to prioritize this goal, but will use a different metric to better measure students' access to standards-aligned materials.	

State Priority 3: Parent Involvement Promotion of parent participation	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Monseñor Oscar Romero Charter School Applicable Pupil Subgroups: All

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Expected Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes:	Estimated Actual Annual Expenditures
<p>State Priority 3: Goal 3A: Maintain parent representation on the Parent Advisory Council (PAC)</p>	<p>ANTICIPATED EXPENDITURE \$25K (LCFF)</p>	<p>Parent Involvement:</p> <ul style="list-style-type: none"> Increased number of parents attending school events and meetings by publishing weekly bulletins, monthly newsletters and continue to use system to communicate with parents. Parent Coordinator. Conducted 3 workshops annually for parents on how to support academic learning at home. Created a committee of stakeholders. Used Parent Program Coordinator to coordinate outreach among school and to provide opportunities for parents to learn how best to address their pupils' needs Used Parent Resources to increase outreach and awareness about learning differences Continued funding Parent Program Coordinator (Jimenez) Developed action plans to address indicated areas of parent involvement. 	<p>Certificated and Classified Salaries - \$60K Source: LCFF Base, LCFF Supplemental and Concentration</p>
<p>Scope of service:</p> <p>__ALL</p>		<p>Scope of service:</p> <p>__ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Goal 3B: Conduct at minimum of six (6) family meetings per year July 1 through June 30; to include at minimum two Student Led Conferences (SLCs)	Included above	Administrators developed a calendar to include Family Meetings; Collaboratively Design Objectives and Agendas for Family Members. 8 Total Family Meetings/2 Student Led Conferences (2013-2014)	Included above
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The charter found that the 2015-2016 LCAP reflect actions and their accompanying expenditures that are already being or implemented to support this goal (custodial staff salaries). To increase access for meetings and trainings.		

State Priority #4: All Students Achieving; Smarter Balanced/CAASPP ELA/Literacy and Mathematics	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__
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Goal Applies to: Schools: **Monseñor Oscar Romero Charter School**

Applicable Pupil Subgroups:		All																	
LCAP Year: 2014-15																			
Planned Actions/Services		Actual Actions/Services																	
Expected Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes:	Estimated Actual Annual Expenditures																
<p>Goal 4A: Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the Smarter Balance/CAASPP statewide assessment in the area of English Language Arts/ Literacy and Mathematics</p>	<p>ANTICIPATED EXPENDITURE \$2K (LCFF)</p>	<p>The state has suspended API and AYP for another year. Using Data from NWEA MAPs, SFA, Adaptive Curriculum, Teacher assessments and other the following results reflect student growth.</p>	<p>Student Supplies \$7K Source: LCFF Supplemental and Concentration</p>																
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>																	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>																	
<p>Goal 4B: School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.</p>	<p>ANTICIPATED EXPENDITURE \$2K (LCFF)</p>	<p>The data below indicates the following:</p> <table border="1"> <thead> <tr> <th>7/8 Reading Count</th> <th>7/8 Math Count</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>8</td> </tr> <tr> <td>66</td> <td>79</td> </tr> <tr> <td>68</td> <td>52</td> </tr> <tr> <td>42</td> <td>60</td> </tr> <tr> <td>20</td> <td>15</td> </tr> <tr> <td>7/8 API:</td> <td>729</td> </tr> <tr> <td>Overall MORCS API:</td> <td>728</td> </tr> </tbody> </table>	7/8 Reading Count	7/8 Math Count	18	8	66	79	68	52	42	60	20	15	7/8 API:	729	Overall MORCS API:	728	<p>Included above</p>
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		<table border="1"> <tr> <td>Overall Math API:</td> <td>732</td> </tr> <tr> <td>Overall ELA API:</td> <td>726</td> </tr> </table>	Overall Math API:	732	Overall ELA API:	726	
Overall Math API:	732						
Overall ELA API:	726						
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>					
<p>Goal 4C: Students are on track to be college and career ready</p>	<p>ANTICIPATED EXPENDITURE \$2K (LCFF)</p>	<p>Students visited various universities and are encouraged and supported to look at career paths.</p>	<p>No additional cost</p>				
<p>Scope of service: Schoolwide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>					
<p>Goal 4D: EL students will advance at least one performance level per the CELDT/ELPAC each academic year.</p>	<p>ANTICIPATED EXPENDITURE \$20K (LCFF)</p>	<p>CELDT test was administers the result indicate a number of students were 2013-2014 Redesignated 21 (19.1 %).</p> <p>English Learners making yearly progress (AMAO 1), CELDT , English Learners attaining proficiency in English (AMAO 2), and the Increase Reclassification Rate, what were the results and how do they compare to last year (2013-2014 school year).</p>					

Scope of service:			Scope of service:		
__ ALL			__ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Goal 4 E: EL students will be reclassified to RFEP, monitored for 3 years, based on EL criteria and checked for Proficient.		No additional cost	Monitoring of reclassified to RFEP are verified in CALPADs.		No additional cost
Scope of service: Schoolwide			Scope of service:		
X ALL			_X_ ALL		
OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Major change in coding to LCAP and State Priority. The charter continues to improve process as CALPADs refines their data collection.			

API

Reading/ELA MAPs Data						Math MAPs Data					
School	Class	Subgroup	B0 API	B2 API	Growth	School	Class	Subgroup	B0 API	B2 API	Growth
MORCS	2017	General (All)	606	712	106	MORCS	2017	General (All)	650	750	100
MORCS	2016	General (All)	614	682	68	MORCS	2016	General (All)	641	701	60
MORCS	2015	General (All)	686	786	100	MORCS	2015	General (All)	635	747	112
MORCS	2017	EL	356	546	190	MORCS	2017	EL	470	567	97

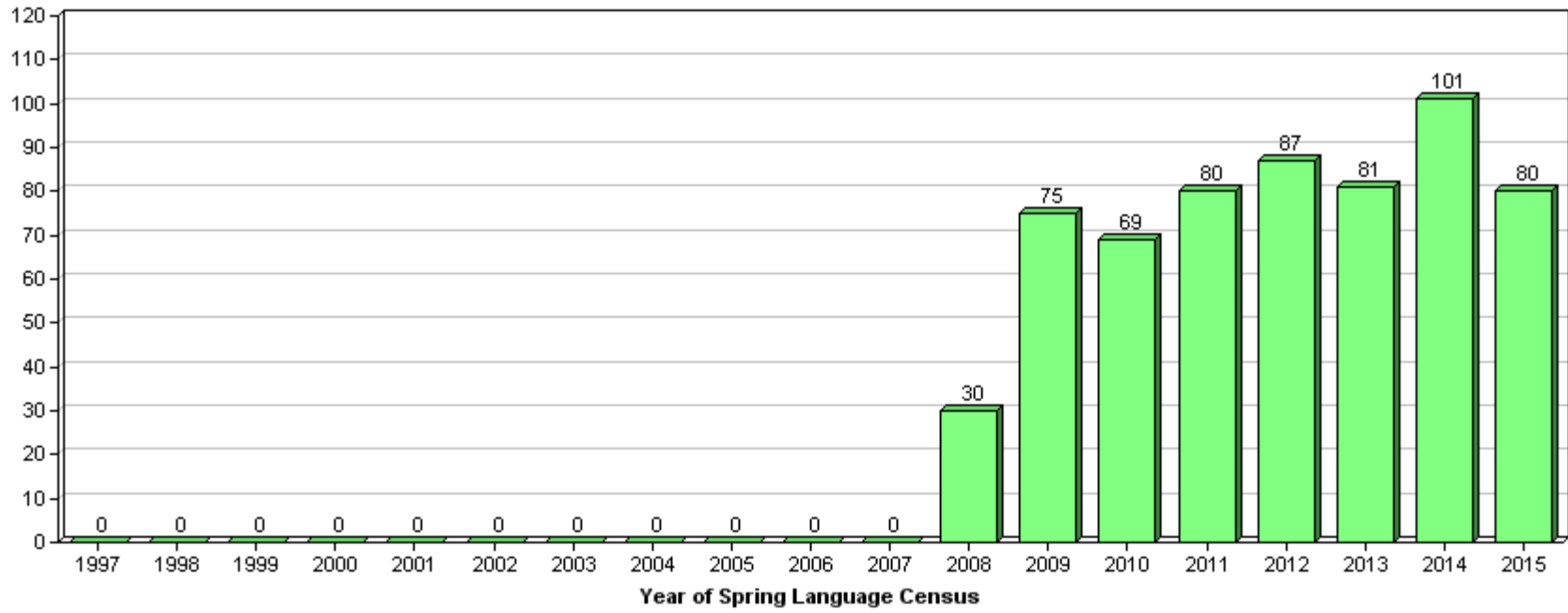
MORCS	2016	EL	379	483	104		MORCS	2016	EL	429	545	116
MORCS	2015	EL	470	612	142		MORCS	2015	EL	482	503	21
MORCS	2017	SPED	422	418	-4		MORCS	2017	SPED	430	499	69
MORCS	2016	SPED	292	345	53		MORCS	2016	SPED	372	417	45
MORCS	2015	SPED	464	441	-23		MORCS	2015	SPED	311	366	55

API Summary

7/8 Reading Count	7/8 Math Count
18	8
66	79
68	52
42	60
20	15
7/8 API:	729
Overall MORCS API:	728
Overall Math API:	732
Overall ELA API:	726

English Learners

Number of English Learners for Monsenor Oscar Romer



STATE PRIORITY #5: STUDENT ENGAGEMENT

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__
 COE only: 9__ 10__
 Local : Specify __ **State Priority #3.**

Goal Applies to:	Schools: Monseñor Oscar Romero Charter School
	Applicable Pupil Subgroups: All

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Expected Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes	Estimated Actual Annual Expenditures
<p>Attendance Rate: Goal 5A: School will maintain a high Average Daily Attendance (ADA) rate. (97% was achieved)</p>	<p>ANTICIPATED EXPENDITURE \$20K (LCFF)</p>	<p>School has provided a safe, nurturing and engaging learning environment for all its students and families, including those in our subgroups. A continuous monitoring and communication with families reminding them of the importance of in-school attendance as the primary way of learning and success.</p>	<p>Certificated and Classified Salaries - \$10K Source: LCFF Base, LCFF Supplemental and Concentration</p>
<p>Scope of service: Schoolwide</p> <p><u> X </u> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		<p>Scope of service: Schoolwide</p> <p><u> X </u> ALL</p> <p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	

Planned Actions/Services		Actual Actions/Services	
Expected Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes	Estimated Actual Annual Expenditures

<p>Middle School Dropout Rate</p> <p>Goal 5 B: School will retain and promote 6th – 8th grade students.</p>	<p>No additional cost</p>		<p>No additional cost</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>OTHER - SCHOOL CONNECTEDNESS</p> <p>Goal 5C: Students, parents and teachers will feel a sense of community and connectedness.</p>	<p>ANTICIPATED EXPENDITURE \$1K (LCFF)</p>		<p>No additional cost</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>Parents and students are informed of attendance policies specified in our Student/Parent Handbook given out at the beginning of every year and to in-year enrollment. Communication</p>		

goals? with parents and all stakeholders was maintained. Including Home Visits if needed.

STATE PRIORITY #6: SCHOOL CLIMATE	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify __ State Priority #6
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Goal Applies to:	Schools: Monseñor Oscar Romero Charter School
	Applicable Pupil Subgroups: All

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Expected Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes	Estimated Actual Annual Expenditures
Student Suspension Rate Goal 6A: Monseñor Oscar Romero Charter School will maintain a low annual expulsion rate	ANTICIPATED EXPENDITURE \$85K (LCFF)	Adhering to new legislation and an increase of in-house suspensions. Teachers and staff were provided training and support in the schoolwide Behavior Support Plan as well as implementation of the positive behavior supports; Administrators work with teachers and families to manage student behavior issues and concerns. Alternatives to suspension are considered prior to administering consequences.	Certificated and Classified Salaries - \$35K Source: LCFF Base, LCFF Supplemental and Concentration
Scope of service: Schoolwide		Scope of service: Schoolwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This State Priority is critical to aspects of our school community, it is time consuming and a much needed process. Providing for teachers and staff to make home visits and use incentives to attain these goals.
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State Priority #7: Broad Course of Study	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify __State Priority #7__
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Goal Applies to:	Schools: Monseñor Oscar Romero Charter School
	Applicable Pupil Subgroups: All, All Subgroups

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Expected Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes:	Estimated Actual Annual Expenditures
Goal 7: Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school’s charter	No additional cost		No additional cost
Scope of service: Schoolwide <input checked="" type="checkbox"/> ALL		Scope of service: Schoolwide <input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

State Priority #8: Other Student Outcomes

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X__
 COE only: 9__ 10__
 Local : Specify __ State Priority #8 __

Goal Applies to: Schools: **Monseñor Oscar Romero Charter School**
 Applicable Pupil Subgroups: All

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Expected Annual Measurable Outcomes:	Budgeted Expenditures	Actual Annual Measurable Outcomes:	Estimated Actual Annual Expenditures
<p>Students actively participate throughout the school year in their classroom. Meetings and professional development opportunities for teachers. A variety of engaging family meetings further enhances family’s sense of belonging and community. Monseñor Oscar Romero Charter School will continue to devise and administer satisfaction surveys to parents, students, and teachers annually.</p>	<p>No additional cost</p>	<p>Students actively participated throughout the school year in their classroom.</p> <p>Meetings and professional development opportunities were provided for teachers.</p> <p>A variety of engaging family meetings further enhances family’s sense of belonging and community.</p> <p>Monseñor Oscar Romero Charter School will continue to devise and administer satisfaction surveys to parents, students, and teachers annually.</p>	<p>No additional cost</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Monseñor Oscar Romero Charter School will continue to address the needs of our community and our students by extending intervention and success protocols for all students. Teachers are guided to become well informed and scholarly teachers to address the needs of all of our students, and our families.
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>517,682</u>
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The **Monseñor Oscar Romero Charter School** has identified supplemental and concentration grant based on the number and concentration of unduplicated students of **\$517,682** in 2015-2016.

Professional Development: Training for school leadership all certificated staff, as well as classified as appropriate, focusing on target population of unduplicated students.

Professional Learning: Teachers on Special Assignments, Teacher planning time, training and support, Achieve3000 training, 3Restorative approaches, & Cultural proficiency

Additional support and personnel to 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.

Technology: Technology Operational support

Extended Learning time: Achieve3000, ALEKS, Adaptive Curriculum classes and math support

Instructional Materials: Achieve3000 software and materials, Science education materials and supplies.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

22.87	%
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Monseñor Oscar Romero Charter School's proportional increase or improvement in services for fiscal year 2015-2016 is 22.87%. All of the actions and services as specified in Section 3 provide additional services for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support and training for teachers specifically designee to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued of student academic achievement.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

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

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

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

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