

Introduction:**LEA:** Charter School of Morgan Hill**Contact:** Paige Cisewski, Executive Director, pcisewski@csmh.org, (408)463-0618**LCAP Year:** 2016-17***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
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<p>Parent participation has always been a key component of the Charter School of Morgan Hill's (CSMH) mission and vision. When enrolling in the School, parents commit to being a partner in their child's education and to actively support the School. We benefit from an involved community that represents the entire student population including low income families, English learners and students with disabilities.</p> <p>CSMH involves all of their stakeholders in the evaluation and revisions of the Local Control Accountability Plan (LCAP). The following is a list of the groups and their roles in the process:</p> <p>CSMH Board of Directors – The CSMH Board of Directors consists of two to three community members, two to three parents and one staff member. The members (families and staff members) vote for the Directors. Directors serve for two years and are limited to two consecutive terms. Throughout the school year, the Board reviews the current LCAP goals and the financials. In the spring, the Board begins discussing the possible changes to the goals and reviews drafts of the LCAP. Board meeting agendas are always published and the community is encouraged to attend the meetings and provide input. The Board of Directors approved the 2015-2016 LCAP on June 23, 2015 prior to the approval of the budget.</p> <p>Local Control Funding/Budget Advisory Committee – This Board appointed committee meets to help with the development of the LCAP. They review parent surveys, have discussions regarding school priorities, and use that feedback to develop LCAP drafts. The Committee consists of parents, teachers, administrative staff, community representatives, a CSMH Board representative and the School's CFO, who is the chairperson.</p> <p>Whole School Input – The staff continually plays an integral role in reviewing and revising the LCAP. Every May, CSMH holds the annual State of the School meeting. This meeting is heavily attended by the CSMH families and a majority of the staff. An overview of the LCAP and LCFF is presented. Information about the eight state priorities is shared, and parents have an opportunity to give input about the School's current goals and suggest future goals.</p>	<p>The process of gathering input and feedback from the Charter School of Morgan Hill's community provides an opportunity for all stakeholders to offer ideas about the Local Control Accountability Plan. The entire process is very transparent, ensures that all statutory requirements are met and that the plan is aligned with common goals, purpose and intent.</p>
<p>Annual Update:</p> <p>During the 2015-2016 school year, CSMH continued to engage</p>	<p>Annual Update:</p> <p>Feedback from parents, staff, Board members and community</p>

stakeholders in the implementation, review and revisions of the Local Control Accountability Plan (LCAP). The following is a list of groups and their roles in the process:

CSMH Board of Directors – In August, the Executive Director met with each of the newly elected Board members, provided them a copy of the LCAP and discussed the importance of this document. The School’s CFO provided a financial report to the Board of Directors at each of their monthly meetings to help ensure that expenditures were consistent with the LCAP. The LCAP was also discussed by the Board during the following 2015-2016 meetings: August 24th (Item: Charter Renewal), September 22nd (Item: Charter Renewal), December 7th (Item: Schoolwide Goals), March 22nd, April 26th, and May 24th. The Board of Directors approved the LCAP on June 20th, prior to the approval of the budget.

Local Control Funding/Budget Advisory Committee – This Board-appointed committee assisted with the review and updates to the LCAP. They had discussions pertinent to school priorities and provided feedback regarding the LCAP to stakeholders. The Committee consisted of 12 members including 4 parents, 3 teachers, one administrative staff member, 2 community representatives, one CSMH Board representative and the CFO, who is the chairperson. The Committee met in 2016 on March 31, April 19 and June 6.

Staff Input – The staff was divided into Professional Learning Communities (PLC) throughout the 2015-2016 school year and each PLC focused on a subset of goals and actions in the LCAP.

Whole School Input – On May 20, 2016, CSMH held the annual State of the School meeting. This meeting was attended by over 200 families and a majority of the staff. An update regarding the LCAP and how it relates to the budget was presented. An overview about the eight state priorities and the School’s LCAP goals was shared. At the end of the meeting, the goals were posted around the room and attendees had an opportunity to provide input.

At the end of the year, all stakeholders were given an opportunity to respond to a survey regarding the School’s LCAP goals and provide further suggestions. There were 62 respondents to the survey. They were asked to rate their level of agreement with each of the LCAP goals. The following results were obtained from the survey.

Goal progress:

members indicated that the goals in the LCAP were appropriate. However, some stakeholders believed that goals #2 and #5 could be combined.

CSMH received a 6 year WASC certification in 2012. As part of the accreditation process, the WASC team did a one day visitation in April of 2015 to ensure that the School was successfully implementing the action plan. The WASC team verified that CSMH was on track and the School retains its accreditation status until 2018.

CSMH completed all of the actions outlined during the 2015-2016 school year.

The survey results indicated that most of our stakeholders feel that CSMH is progressing in a positive direction. The results did indicate that CSMH could improve their communication regarding assessments. Stakeholders indicate that Basic Services (a high quality teaching staff) remains a top priority. They also indicated that students engagement and school climate are important areas.

Goal #1 - Provide a high quality work environment

- 76% of respondents felt excellent or serious progress has been made
- 16% of respondents felt effort is being made
- 2% of respondents felt additional effort is needed
- 6% of respondents felt they were unable to offer an opinion / were uncertain

Goal #2 - Ensure all students have access to Common Core English Language Arts (ELA) and mathematics materials and Next Generation Science materials.

- 89% of respondents felt excellent or serious progress has been made
- 6% of respondents felt effort is being made
- 2% of respondents felt additional effort is needed
- 3% of respondents felt they were unable to offer an opinion / were uncertain

Goal #3 - Work in partnership with MHUSD to create a safe and modern learning environment

- 76% of respondents felt excellent or serious progress has been made
- 18% of respondents felt effort is being made
- 6% of respondents felt additional effort is needed

Goal #4 - Use assessment tools to measure student performance on CCSS and NGSS

- 82% of respondents felt excellent or serious progress has been made
- 3% of respondents felt effort is being made
- 15% of respondents felt they were unable to offer an opinion / were uncertain

Goal #5 - Implement programs that increase the performance of students below grade level

- 65% of respondents felt excellent or serious progress has been made

- 13% of respondents felt effort is being made
- 2% of respondents felt additional effort is needed
- 20% of respondents felt they were unable to offer an opinion / were uncertain

Overall satisfaction level of CSMH:

- 90% - Very satisfied
- 10% - Somewhat satisfied
- 0% - Not satisfied

Respondents were asked to pick their top three priorities

- Basic Services - 30%
- Implementation of State Standards - 2%
- Parental Involvement - 5%
- Student Achievement - 14%
- Student Engagement - 21%
- School Climate - 16%
- Access to Courses - 5%
- Student Outcomes - 7%

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 schoolsites 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 schoolsites?
- 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:	Goal #1 - CSMH will attract and retain a high quality staff by providing a work environment where staff feel valued and are encouraged to grow as professionals.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 _8 Local: IWASC Goal #5
Identified Need:	Continue to attract and retain high quality staff. Continue to hire and support staff to implement the educational program as outlined in CSMH's Charter.	
Goal Applies to:	Schools:	Charter School of Morgan Hill
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Documentation showing that staff members hold appropriate credentials to fulfill their job assignments</p> <p>Tables with salary comparisons</p> <p>Documentation outlining evaluation system</p> <p>Plan outlining process for supporting new staff</p> <p>BTSA contract and feedback</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>1.1 Updated performance based pay plan will be implemented, evaluated and revised as necessary.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE - Salaries</p>
<p>1.2 A more specific pay plan for support staff will be developed which will include salary and benefit comparisons for support staff positions between CSMH and other local districts.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE - Salaries</p>

<p>1.3 Continue to retain and/or hire high quality core classroom teachers.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE - Instructional Salaries - \$1,867,957</p> <p>LCFF BASE - Higher Ed Supplement - \$28,000</p> <p>EPA - Instructional Salaries and Benefits - \$122,220</p>
<p>1.4 Continue to retain and/or hire special education teachers, support providers and paraprofessionals to deliver high quality special education services to identified students.</p>	<p>School-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>CA and Federal SPED Revenue, LCFF BASE - Special Ed Salaries - \$383,953</p> <p>LCFF BASE Encroachment - SPED Salaries - - \$70,034</p> <p>LCFF BASE Encroachment - SPED Higher Ed - Encroachment - \$4,920</p>

1.5 Continue to retain and/or hire high quality enrichment teachers.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	LCFF BASE - Instructional Salaries - \$207,295
1.6 Continue to retain and/or hire high quality support staff.	School-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	LCFF BASE – Support Staff Salaries - \$524,804

<p>1.7 Continue to provide a competitive benefit package.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE – Benefit Supplement to Pay or Benefits - \$331,880 LCFF BASE – ER STRS Contribution - \$308,454 LCFF BASE Encroachment – SPED Benefit Supplement to Pay or Benefits - \$74,397 LCFF BASE Encroachment – SPED ER STRS Contribution - \$24,817</p>
<p>1.8 New teachers will participate in the BTSA program.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teacher Effectiveness Grant from 2015/16 – Staff Development - \$9,600</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	List showing staff members assignments and credentials Tables with salary comparisons Documentation outlining evaluation system Plan outlining process for supporting new staff BTSA contract and feedback		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Pay Plan for support staff will be implemented, evaluated and revised as necessary with comparisons of salaries and benefits for support staff positions between CSMH and other local districts.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE - Salaries
2.2 Continue to retain and/or hire high quality core classroom teachers.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE - Instructional Salaries - \$2,026,115 LCFF BASE - Higher Ed Supplement - \$30,000 EPA - Instructional Salaries and Benefits - \$124,548

<p>2.3 Continue to retain and/or hire special education teachers, support providers and paraprofessionals to deliver high quality special education services to identified students.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>CA and Federal SPED Revenue, LCFF Special Ed Salaries - \$412,012, includes on-site staff development</p> <p>LCFF BASE Encroachment SPED SPED Salaries - 60,572</p> <p>LCFF BASE Encroachment SPED SPED Higher Ed Supplement - 60,572</p> <p>CA and Federal SPED Revenue, LCFF - Staff Development - \$7,000</p>
<p>2.4 Continue to retain and/or hire high quality enrichment teachers.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF BASE Enrichment Instructional Salaries - \$213,514</p>

2.5 Continue to retain and/or hire high quality support staff.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE – Support Staff Salaries - \$571,452
2.6 Continue to provide a competitive benefit package.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE Benefit Supplement to Pay/Benefits - \$331,880 LCFF BASE Employer STRS Contribution - \$403,331 LCFF BASE Encroachment SPED Benefit Supplement to Pay or Benefits - \$74,397
2.7 New teachers will participate in the BTSA program.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher Effectiveness Grant from 2015/16 – Staff Development - \$8,469
LCAP Year 3			

Expected Annual Measurable Outcomes:	List showing staff members assignments and credentials Tables with salary comparisons Documentation outlining evaluation system Plan outlining process for supporting new staff BTSA contract and feedback		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Salary and benefit comparisons for all staff positions between CSMH and other local districts will be monitored with a report given to the CSMH Board.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE - Salaries
3.2 Continue to retain and/or hire high quality core classroom teachers.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE - Instructional Salaries - \$2,206,913 LCFF BASE - Higher Ed Supplement - \$32,000 EPA - Instructional Salaries and Benefits - \$125,712

<p>3.3 Continue to retain and/or hire special education teachers, support providers and paraprofessionals to deliver high quality special education services to identified students.</p>	<p>School-wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>CA and Federal SPED Revenue - <i>SPED Salaries -</i> \$394,164</p> <p>LCFF BASE Encroachment <i>SPED Salaries -</i> \$92,691</p> <p>LCFF BASE Encroachment <i>SPED Higher Ed -</i> \$4,920</p>
<p>3.4 Continue to retain and/or hire high quality enrichment teachers.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>LCFF BASE - <i>Instructional Salaries -</i> \$219,919</p>
<p>3.5 Continue to retain and/or hire high quality support staff.</p>	<p>School-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>LCFF BASE <i>Support Staff Salaries -</i> \$514,938</p>

<p>3.6 New teachers will participate in the BTSA program.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE <i>Staff Development - \$9,600</i></p>
<p>3.7 Continue to provide a competitive benefit package.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE <i>Benefit Supplement to Pay/Benefits - \$331,880</i> LCFF BASE <i>Employer STRS Contribution - \$468,691</i> LCFF BASE <i>Encroachment SPED Benefit Supplement to Pay or Benefits - \$74,397</i></p>

GOAL:	<p>Goal #2 - All students will have access to and be provided an academically challenging curriculum in all subject areas. The curriculum will incorporate the English Language Arts (ELA) and math Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Project based learning will serve as a primary instructional technique.</p>		<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 _8 Local: Commitment to our Charter</p>
Identified Need:	<p>100% of students need access to high quality instruction and learning materials that support the Common Core State Standards and the Next Generation Science Standards</p> <p>Improve the articulation across grade levels in regards to the implementation of the Common Core State Standards and Next Generation Science Standards</p> <p>Continued emphasis on project based learning</p>		
Goal Applies to:	Schools:	Charter School of Morgan Hill	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Material and inventory reports will show materials.</p> <p>Long-term plans will demonstrate implementation of standards.</p> <p>Project planning sheets will demonstrate how standards are incorporated into projects and the School's commitment to PBL.</p> <p>Teacher SMART goals will show implementation of CCSS and/or NGSS.</p> <p>Yearly staff development plan will demonstrate commitment to PBL, improving instructional practices, and implementation of the standards.</p> <p>8th grade exit portfolios/interviews will show how our students met the Expected School-wide Learning Results.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>2.1 Purchase of standards aligned materials that</p> <ul style="list-style-type: none"> • Provide both print and digital access • Facilitate hands on learning and experiments • Encourage critical thinking skills • Support differentiation • Can be used for RTI 	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LOTTERY – Instructional Materials - \$13,000</p> <p>LOTTERY – Library Books - \$10,000</p>
<p>2.2 Implement and refine the scope in language arts and mathematics.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>One Time Discretionary - Core Salaries - \$43,231</p>
<p>2.3 Implement the scope for the Next Generation Science Standards.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>One Time Discretionary - Core Salaries - \$43,231</p>
<p>2.4 Teachers will provide evidence and reflection on their CCSS and/or NGSS goals and will demonstrate how they are implementing the standards in their classrooms.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>One Time Discretionary - Core Salaries - \$43,231</p>

<p>2.5 Continue to provide staff development pertaining to the standards and effective instructional strategies with the purpose of improving instruction for all students. Teachers will attend the ASCD conference in March 2017.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE - Core Salaries - \$25,955 REAP GRANT - Core Salaries - \$43,844 LCFF BASE - Staff Development - \$16,400 LCFF BASE - Travel/Conferences - \$3,500</p>
<p>2.6 Continue to develop and refine the 8th grade exit projects which demonstrate how students meet the Expected School wide Learning Results.</p>	<p>7th & 8th Grade Grades: 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE - Salaries - \$3,798 One Time Discretionary - Instructional Materials - \$2,000</p>

<p>2.7 Implement programs that increase the performance of students below grade level in mathematics and reading.</p> <ul style="list-style-type: none"> • Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math • RTI aide will work with students falling below grade level in reading and/or mathematics 	<p>School wide Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Students academically at-risk)</p>	<p>LCFF BASE <i>Salaries Jump Start - \$26,520</i></p> <p>LCFF Supplement – <i>Salaries - \$34,628</i></p> <p>LCFF BASE - <i>Additional Salaries - \$2,372</i></p> <p>LCFF BASE Staff <i>Development - \$4,000</i></p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Material and inventory reports will show materials</p> <p>Long-term plans will demonstrate implementation of standards</p> <p>Project planning sheets will demonstrate how standards are incorporated into projects and the School's commitment to PBL</p> <p>Teacher SMART goals will show implementation of CCSS and/or NGSS</p> <p>Yearly staff development plan will demonstrate commitment to PBL, improving instructional practices, and implementation of the standards</p> <p>8th grade exit portfolios/interviews will show how our students met the Expected School wide Learning Results</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>2.1 Purchase of standards aligned materials that</p> <ul style="list-style-type: none"> • Provide both print and digital access • Facilitate hands on learning and experiments • Encourage critical thinking skills • Support differentiation • Can be used for RTI 	<p>Charter School of Morgan Hill</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LOTTERY <i>Instructional Materials -</i> \$13,000</p> <p>LOTTERY <i>Library Books -</i> \$10,000</p>
<p>2.2 Implement and refine the scope for the Next Generation Science Standards.</p>	<p>School-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE <i>Core Salaries -</i> \$45,000</p>
<p>2.3 Teachers will provide evidence and reflection on their CCSS and/or NGSS goals and will demonstrate how they are implementing the standards in their classrooms.</p>	<p>School-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE <i>Core Salaries -</i> \$45,000</p>

<p>2.4 Continue to provide staff development pertaining to the standards and effective instructional strategies with the purpose of improving instruction for all students.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE <i>Staff Development</i> - \$21,531 LCFF BASE <i>Travel Conferences</i> - \$5,000 LCFF BASE <i>Core Salaries</i> - \$65,000</p>
<p>2.5 Continue to develop and refine the 8th grade exit projects which demonstrate how students meet the Expected School-wide Learning Results.</p>	<p>School-wide Grades: 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE - <i>Salaries</i> - \$4,000</p>
<p>2.6 Implement programs that increase the performance of students below grade level in mathematics and reading.</p> <ul style="list-style-type: none"> • Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math • RTI aide will work with students falling below grade level in reading and/or mathematics 	<p>School-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Students academically at-risk)</p>	<p>LCFF BASE - <i>Salaries</i> - \$13,188 LCFF Supplement <i>Salaries</i> - \$52,237</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>Material and inventory reports will show materials</p> <p>Long-term plans will demonstrate implementation of standards</p> <p>Project planning sheets will demonstrate how standards are incorporated into projects and the School's commitment to PBL</p> <p>Teacher SMART goals will show implementation of CCSS and/or NGSS</p> <p>Yearly staff development plan will demonstrate commitment to PBL, improving instructional practices, and implementation of the standards</p> <p>8th grade exit portfolios/interviews will show how our students met the Expected School wide Learning Results</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Purchase of standards aligned materials that</p> <ul style="list-style-type: none"> • Provide both print and digital access • Facilitate hands on learning and experiments • Encourage critical thinking skills • Support differentiation • Can be used for RTI 	<p>School-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LOTTERY</p> <p><i>Instructional Materials</i> - \$13,000</p> <p>LOTTERY</p> <p><i>Library Books</i> - \$10,000</p>
<p>3.2 Teachers will provide evidence and reflection on their CCSS and/or NGSS goals and will demonstrate how they implementing the standards in their classrooms.</p>	<p>School-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF BASE</p> <p><i>Salaries</i> - \$50,000</p>

<p>3.3 Continue to provide staff development pertaining to the standards and effective instructional strategies with the purpose of improving instruction for all students.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE Staff Development - \$26,000 LCFF BASE Travel and Conferences - \$3,500 LCFF BASE Core Salaries - \$70,000</p>
<p>3.4 Continue to refine the 8th grade exit projects which demonstrate how students meet the Expected School wide Learning Results.</p>	<p>School-wide Grades: 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE - Core Salaries - \$5,000</p>
<p>3.5 Implement programs that increase the performance of students below grade level in mathematics and reading.</p> <ul style="list-style-type: none"> • Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math • RTI aide will work with students falling below grade level in reading and/or mathematics 	<p>School-wide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Students academically at-risk)</p>	<p>LCFF BASE Salaries - \$28,000 LCFF BASE Salaries - \$4,372 LCFF Supplement Salaries - \$30,253</p>

GOAL:	Goal #3 - Create a safe and modern learning environment for our School community and continue to provide students with 21st century learning tools		Related State and/or Local Priorities: X 1 _2 X 3 X 4 X 5 X 6 X 7 _8 Local: Comittment to CSMH Charter
Identified Need:	A functional and safe learning environment that supports the School's mission and vision Technology that supports teaching and learning		
Goal Applies to:	Schools:	Charter School of Morgan Hill Grades: All	
Applicable Pupil Subgroups:	All		
LCAP Year 1			
Expected Annual Measurable Outcomes:	SARC reports, facility reports and Prop. 39 request will describe the learning environment and improvements that have been made to the campus. Technology inventory reports will show the types and number of devices and equipment on campus.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Work with MHUSD to reconfigure the "old" multipurpose room to meet the School's needs per their Prop 39 commitment.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE Support Salaries - \$10,183

3.2 Work with MHUSD to refurbish three older portables and a new portable per Prop 39 Agreement.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE Support Salaries - \$10,183
3.3 Continue to highlight the needs of CSMH in terms of Measure G future expenditures.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE Support Salaries - \$6,788
3.4 Continue with the implementation of one to one devices in 2nd – 8th grades.	Grades 2 - 8 Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	REAP Grant – Computer Hardware - \$21,600
3.5 Work with Kinder and 1st grade teachers to determine what tablets to purchase to support their curriculum.	School-wide Grades: K, 1st	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	REAP Grant – Computer Hardware - \$30,000

<p>3.6 Implement new programs to enhance school safety:</p> <ul style="list-style-type: none"> • Mobile System Informacast 2 way system for emergencies – Cisco • Implement electronic badge system for assessing and tracking visitors - Ident-a-Kid License 	<p>Charter School of Morgan Hill Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>REAP Grant – Computer Hardware - \$5,000 REAP Grant - Computer Software - \$4,700</p>
<p>3.7 Maintenance and repair of classrooms and facilities</p>	<p>Charter School of Morgan Hill Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>REAP Grant – Facilities – \$12,360</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>SARC reports, facility reports and Prop. 39 request will describe the learning environment and improvements that have been made to the campus. Technology inventory reports will show the types and number of devices and equipment on campus.</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>3.1 Continue to provide and implement one to one devices and provide teachers and classrooms with other technological equipment that supports teaching and learning.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE – Computer Hardware - \$30,000</p>
<p>3.2 CSMH will work with MHUSD and will have a plan to communicate the School’s needs in regards to a safe and modern learning environment and Measure G funds.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE Support Salaries - \$6,992</p>
<p>3.3 CSMH will continue to work towards implementing the long term facility plan.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE - Facilities Maintenance - \$65,000</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>SARC reports, facility reports and Prop. 39 request will describe the learning environment and improvements that have been made to the campus.</p> <p>Technology inventory reports will show the types and number of devices and equipment on campus.</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>

3.1 CSMH will work with MHUSD and will have a plan to communicate the School's needs in regards to a safe and modern learning environment and Measure G funds.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE <i>Support Salaries -</i> \$7,202
3.2 CSMH will continue to work towards implementing the long term facility plan.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE <i>Facilities Maintenance -</i> \$65,000
3.3 Continue to provide and implement one to one devices and provide teachers and classrooms with other technological equipment that supports teaching and learning.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE <i>Computer Hardware -</i> \$30,000

GOAL:	Goal #4 - CSMH staff will identify and use formative, interim and summative assessments to measure student performance on Common Core State Standards and Next Generation Science Standards with the purpose of attaining upward mobility in student achievement for all students.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: Commitment to CSMH Charter
Identified Need:	To use assessments that provide relevant feedback to teachers and to use information gained from assessments to guide instruction and improve student learning		
Goal Applies to:	Schools:	Charter School of Morgan Hill	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	To continue upward mobility on the California Assessment of Student Performance and Progress (CAASSP) based on the previous year's scores Improved achievement on local assessment / benchmark results based on the previous year's data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 The DRA (Pearson) will be used to assess students in K-6th grades in reading fluency and comprehension. Staff will use information from DRA to guide instruction and establish improvement goals for each student.	School-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	One Time Discretionary Funds – Instructional Materials - \$1,800

<p>4.2 Math benchmark assessments (TenMarks) will be used at all grade levels to measure standards and to provide individualized curriculum and instruction.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>One Time Discretionary Funds – Instructional Materials - \$10,000</p>	
<p>4.3 Formative writing and reading assessments that support the 7th and 8th grade CCSS in English Language Arts will be administered and used to guide instruction.</p>	<p>School-wide Grades: 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE – Instructional Materials - \$2,000</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>To continue upward mobility on the California Assessment of Student Performance and Progress (CAASSP) based on the previous year's scores Improved achievement on local assessment / benchmark results based on the previous year's data</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>4.1 The DRA (Pearson) will be used to assess students in K-6th grades in reading fluency and comprehension. Staff will use information from DRA to guide instruction and establish improvement goals for each student.</p>	<p>School-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LOTTERY – Computer Software - \$2,500</p>	

4.2 Math benchmark assessments (TenMarks) will be used at all grade levels to measure standards and to provide individualized curriculum and instruction.	School-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LOTTERY – Instructional Materials - \$12,000
4.3 Formative writing and reading assessments that support the 7th and 8th grade CCSS in English Language Arts will be administered and used to guide instruction.	School-wide Grades: 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE Instructional Materials - \$2,400
LCAP Year 3			
Expected Annual Measurable Outcomes:	Continue upward mobility on the California Assessment of Student Performance and Progress (CAASSP) based on the previous year's scores. Improved achievement on local assessment / benchmark results based on the previous year's data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 The DRA (Pearson) will be used to assess students in K-6th grades in reading fluency and comprehension. Staff will use information from DRA to guide instruction and establish improvement goals for each student.	School-wide Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF BASE Instructional Materials - \$2,700

<p>4.2 Math benchmark assessments (TenMarks) will be used at all grade levels to measure standards and to provide individualized curriculum and instruction.</p>	<p>School-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE <i>Instructional Materials -</i> \$14,000</p>
<p>4.3 Formative writing and reading assessments that support the 7th and 8th grade CCSS in English Language Arts will be administered and used to guide instruction.</p>	<p>School-wide Grades: 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE <i>Instructional Materials -</i> \$2,600</p>

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?

Original Goal from prior year LCAP:	Goal #1 - CSMH will attract and retain a high quality staff by providing a work environment where staff feel valued and are encouraged to grow as professionals.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 _8 Local:
Goal Applies to:	Schools:	Charter School of Morgan Hill	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>List showing staff members assignments and credentials</p> <p>Tables with salary comparisons</p> <p>Documentation outlining evaluation system</p> <p>Plan outlining process for supporting new staff</p> <p>BTSA contract and feedback</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Students have high quality teachers that are continuously improving. CSMH maintains a spreadsheet that tracks teacher assignments, credentials, renewal dates, and additional requirements (fingerprinting, TB tests, first aid and CPR training, etc.)</p> <p>The performance based pay committee created a matrix that includes salary ranges for five career levels. They compared the salary ranges to neighboring school districts step and column salary schedules and determined they were competitive.</p> <p>A performance based pay packet has been created that includes: salary matrix, professional competency rubric, goal setting documents, teacher evaluation requirements, core professional expectations, etc.</p> <p>A new teacher packet that provides an introduction to CSMH was distributed to new staff this year. Teachers new to the profession participate in the BTSA program. CSMH contracts with the North Coast Beginning Teacher Program.</p>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Updated performance based pay plan will be implemented, evaluated and revised as necessary		LCFF BASE Salaries	The revised performance based pay system has been completed and parts of the system were implemented during the 2015-2016 school year such as teacher walk throughs, student perception surveys and SMART goals. At the end of the school year, the teachers self reflected and rated themselves on the professional competency rubric. Implementation and evaluation will continue next year.		LCFF BASE Core teacher salaries
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Salary and benefit comparisons between CSMH and other local districts will be examined and staff will make budget recommendations to the Board</p>		<p>LCFF BASE Salaries</p>	<p>CSMH salary and benefits were compared to local districts - Morgan Hill Unified School District, Gilroy Unified School District and Oak Grove School District.</p> <p>CSMH Staff recommended to the Board of Directors a salary increase pool equal to 5% for the 2015/2016 year.</p> <p>CSMH Administration distributes salary increases based on performance.</p> <p>CSMH provides a benefit supplement for coverage of medical insurance. In the 2014/2015 year the supplement was increased from \$6,000 per year to \$7,800. It was kept at that level in 2015/2016. For the 2016/2017 year Staff is recommending an increase to \$9,000 per year for those employees whose annual insurance exceeds \$7,800.</p> <p>A key benefit that continues to be offered is that those employees who do not use all (or any) of the benefit supplement for benefits are allowed to keep that as additional pay or to defer it into a 403(b) or 457(b) plan.</p>	<p>LCFF BASE - Benefit Supplement - \$178,486</p> <p>LCFF BASE - ER Strs Expense - \$222,998</p> <p>EPA - Benefit Supplement - \$121,894</p> <p>CA and FEDERAL SPED - Benefit Supplement - \$73,436</p> <p>LCFF BASE Encroachment - SPED STRS Expense - \$23,642</p>
<p>Scope of service:</p>	<p>School wide Grades: All</p>		<p>Scope of service: School wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>Continue to retain and/or hire high quality core classroom teachers</p> <p>Maintain an average class size of 24:1 in grades K-7th and 30:1 in grade 8</p>	<p>LCFF BASE <i>Instructional Salaries and Benefits</i> - \$2,235,000</p> <p>ONE TIME FUNDS <i>Staff Development</i> \$40,000</p>	<p>CSMH hired two new classroom teachers for the 2015-2016 school year. Both teachers had a successful year. One teacher is returning for the 2016-2017 school year and one teacher is relocating to Texas due to her husband's employment. A long time CSMH teacher is also moving to Southern California. Overall, the retention rate of classroom teachers is still high at 92%.</p> <p>Class size in K-5th grades was 24:1, in 6th grade 22:1 and 7th and 8th grades 30:1.</p> <p>Staff participated in offsite and onsite staff development. Offsite staff development included the following:</p> <p>National Council of Teachers of Math for 4 teachers - \$4,136</p> <p>TenMarks on site training for all staff - \$2,500</p> <p>BTSA Training for new teachers - \$4,000</p> <p>Reading Summit for 6 teachers - \$1,015</p> <p>National University - Graduate Induction Seminar - \$5,481</p> <p>CA Teacher of English Learners Class for 3 teachers - \$780</p> <p>CA Language Teachers Assoc Conference for Spanish teacher - \$300</p>	<p>LCFF BASE <i>Salaries for core teachers</i> - \$1,822,953</p> <p>LCFF BASE <i>Higher Ed Supplement</i> - \$26,120</p> <p>One Time Discretionary <i>Staff Development /Travel Conferences</i> - \$28,769</p>		
<p>Scope of service:</p>	<p>School wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School wide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Continue to retain and/or hire special education teachers, support providers and paraprofessionals to deliver high quality special education services to identified students</p>		<p>FEDERAL SPED REVENUE, LCFF Special Ed Salaries - \$460,000</p> <p>ONE TIME FUNDS Staff Development - \$5,000</p>	<p>CSMH hired a special education teacher that holds a moderate to severe special education credential. This allowed CSMH to provide even more service and support for some of our students.</p> <p>The special education team during the 2015-2016 school year consisted of:</p> <ul style="list-style-type: none"> • 1 FTE moderate to severe teacher • 1 FTE mild to moderate teacher • .6 FTE credentialed teacher • .8 FTE speech and language specialist • .2 FTE psychologist • Contracted Occupational Therapist (2 days/week) • 6.7 FTE special education aides <p>Staff participated in staff development which included 6 full days and 13 partial days of onsite staff development during the year. Regular SPED salary expense of \$20,000 for the staff during the programs was expended.</p>	<p>FEDERAL SPED REVENUE Special Ed salaries - \$325,298</p> <p>LCFF BASE FUNDS Special Ed salaries - \$154,592</p>	
<p>Scope of service:</p>	<p>Students with disabilities</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Students with disabilities</p> <p>Grades: All</p>	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
Continue to retain and/or hire high quality enrichment teachers		LCFF BASE <i>Instructional Salaries and Benefits</i> - \$200,000 ONE TIME FUNDS <i>Staff Development</i> - \$20,000	CSMH continued to provide a high quality enrichment program to all of our students. Staffing consisted of: <ul style="list-style-type: none"> • 1.0 FTE - K-6th grade agriculture science teacher and agricultural business middle school elective • .80 FTE - Music teacher & middle school drama teacher • .40 FTE - K-3rd art teacher • .50 FTE - 4th-6th grade art teacher & middle school art and World of Work teacher • .75 FTE - Nutrition & middle school Iron Chef elective teacher • .10 FTE - Middle school photography , yearbook and graphic design elective teacher • .10 FTE - Middle school Explore Engineering elective teacher 	LCFF BASE <i>Salaries for Enrichment staff</i> - \$197,397 One Time Discretionary <i>Salaries for Enrichment staff - Staff Development</i> - \$4,195
Scope of service:	School wide Grades: All		Scope of service:	School-wide Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Continue to retain and/or hire high quality support staff</p>		<p>LCFF BASE <i>Support Staff Salaries and Benefits</i> - \$350,000</p>	<p>CSMH has 100% retention rate of their excellent office / support staff.</p> <p>During 2015/2016 we added a contract support person to support our technology needs as well as a senior technology expert who focused on technology strategy and taught several enrichment classes.</p>	<p>LCFF BASE <i>Support staff salaries</i> - \$497,568</p>
<p>Scope of service:</p>	<p>School wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>School-wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>New teachers will participate in the BTSA program</p> <p>Yearly staff development plan will be developed that supports all new teachers at CSMH with the purpose of improving instruction for all students</p>		<p>REAP GRANT <i>Education Consultants</i> - \$3,000</p>	<p>During the 2015-2016 school year, new teachers were supported through the BTSA program, by grade level team members and administration. CSMH had two teachers complete their second year of the BTSA program.</p> <p>The North Coast Beginning Teacher Program provided through the Sonoma County Office of Education was selected for our new teachers during 2015/16.</p>	<p>CA Teachers' Effectiveness Grant Staff Development - \$4,000</p>
<p>Scope of service:</p>	<p>School wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>School wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>What changes in actions, services, and expenditures</p>	<p>CSMH wants to continue to retain high quality teachers. The School administration and Board of Directors will consistently monitor local district pay scales to ensure CSMH salaries remain competitive. All aspects of the performance based evaluation system will be implemented school wide during the 2016-2017 school year. The evaluation system for support staff needs to be updated.</p> <p>CSMH will hire support staff to assist with technology and family inclusion.</p>			

<p>Original Goal from prior year LCAP:</p>	<p>Goal #2 - All students will have access to and be provided an academically challenging curriculum in all subject areas. The curriculum will incorporate the English Language Arts (ELA), math Common Core State Standards and Next Generation Science Standards. Project based learning will serve as a primary instructional technique.</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 _8 Local:</p>
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Goal Applies to:	Schools:	Charter School of Morgan Hill	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Book, supplies and inventory reports will show materials</p> <p>Long term plans will demonstrate implementation of standards</p> <p>Project planning sheets will demonstrate standards and commitment to PBL</p> <p>Teacher SMART goals will show implementation of CCSS and/or NGSS</p> <p>Yearly staff development plan</p> <p>8th grade exit portfolios / interviews</p>		<p>Actual Annual Measurable Outcomes:</p> <p>CSMH has continued to purchase supplies and materials to support the implementation of the Common Core standards and the Next Generation Science standards.</p> <p>All classroom teachers submitted long term plans in September outlining the standards to be covered in their classrooms.</p> <p>Project Based Learning plans continue to be submitted by all teachers. Each project plan includes a list of all the standards that are covered during the project.</p> <p>Teachers wrote and completed SMART goals that focused on the implementation of CCSS and/or NGSS.</p> <p>Teachers received 6 full days and 13 half days of staff development. Examples of topics covered include:</p> <p><u>Onsite staff development:</u></p> <ul style="list-style-type: none"> • TenMarks training in the teaching and assessing of math skills • Next Generation Science Standards training • Tuning Protocols of standards based projects • PLCs that focused on scopes for ELA and mathematics Common Core Standards <p>Teachers also attended professional development opportunities throughout the year. Some examples include:</p> <p><u>Offsite staff development:</u></p>

		<ul style="list-style-type: none"> • Four teachers attended the National Council of Teachers of Math Conference • Two teachers attended the California Mathematics Council Conference • One teacher attended the California Language Teachers Association Conference • One teacher attended SBAC training on Interim Assessments • Several teachers attended professional development trainings through Silicon Valley Math Initiative including MARS assessment scoring training • Our CFO attended the California Charter School's Association Annual Conference in March • Nine teachers attended the Buck Institute PBL program in June • Six teachers will attend the Scholastic Reading Summit in June • One teacher will attend Fontas and Pinnell Levelled Literacy Intervention training in August <p>All sixty 8th grade students presented their exit projects to a panel that consisted of teachers, parents and/or community members.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Purchase of standards aligned materials that – <ul style="list-style-type: none"> • Provide both print and digital access • Facilitate hands on learning and experiments • Encourage critical thinking skills • Support differentiation • Can be used for RTI 		ONE TIME FUNDS <i>Instructional Materials</i> - \$98,000	CSMH purchased standards aligned materials and provided supplies to facilitate learning. The following are examples of some of the purchases: <ul style="list-style-type: none"> • CPM Materials • TenMarks site licenses • Chromebooks 	LOTTERY <i>Instructional Materials</i> - \$5,000 LCFF BASE <i>Instructional Materials</i> - \$10,310 One Time Discretionary Classroom Supplies - \$38,289 LOTTERY <i>Library Books</i> - \$1,218
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Implement the scope in language arts and mathematics		LCFF BASE - Salaries	The scope developed for language arts and math have been implemented in all classrooms.		One Time Discretionary Teacher Salaries - \$50,592
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Develop a scope for the Next Generation Science Standards		LCFF BASE - Salaries	During the back to school staff development, two NGSS experts were brought in to "unpack" the standards with the staff and to help them develop a scope for the year.		One Time Discretionary Teacher Salaries - \$50,592
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Teachers will provide evidence and reflection on their CCSS and/or NGSS goals and will demonstrate how he/she is implementing the new standards in his/her classroom</p>		<p>LCFF BASE - Salaries</p>	<p>In September, all teachers developed SMART goals that demonstrated how he/she implement the new standards in his/her classroom. At the end of the school year, teachers wrote a reflection and met with Administration to discuss their goals. During these meetings, teachers were required to bring evidence to show completion of their goals. This evidence included pre and post assessments and student work samples.</p>	<p>One Time Discretionary Teacher Salaries - \$50,592</p>
<p>Scope of service:</p>	<p>School wide Grades: All</p>		<p>Scope of service:</p>	<p>School wide Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

Continue to provide staff development pertaining to the new standards and effective instructional strategies		<p>LCFF BASE <i>Instructional Salaries and Benefits</i> - \$2,235,000</p> <p>ONE TIME FUNDS <i>Staff Development</i> - \$40,000</p>	<p>Teachers received 6 full days and 13 half days of staff development. Examples of topics covered include:</p> <ul style="list-style-type: none"> • TenMarks training in the teaching and assessing of math skills • Next Generation Science Standards training • Tuning Protocols of standards based projects <p>Teachers also attended professional development opportunities throughout the year. Some examples include:</p> <ul style="list-style-type: none"> • Four teachers attended the National Council of Teachers of Math Conference • Two teachers attended the California Mathematics Council Conference • One teacher attended the California Language Teachers Association Conference • One teacher attended SBAC training on Interim Assessments • Several teachers attended professional development trainings through Silicon Valley Math Initiative including MARS assessment scoring training • Our CFO attended the California Charter School's Association Annual Conference in March • Nine teachers attended the Buck Institute PBL program in June • Six teachers will attend the Scholastic Reading Summit in June • One teacher will attend Fontas and Pinnell Levelled Literacy Intervention training in August 	<p>One Time Discretionary <i>Core Teacher Salaries</i> - \$66,147</p> <p>TEACHER EFF GRANT <i>Staff Development</i> - \$18,949</p> <p>One Time Discretionary <i>Special Ed salaries for Staff Dev</i> - \$5,140</p>	
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Continue to develop and refine the 8th grade exit projects. The projects demonstrate how students met the Expected School wide Learning Results while at CSMH</p>		<p>LCFF BASE - Salaries</p>	<p>Every 8th grade student presented their exit projects to a panel that consisted of teachers, parents and/or community members. Middle school students used Publish Key, an online portfolio program, to showcase their work and to share information about themselves and their successes. 8th graders were required to choose work samples that reflected the Expected School wide Learning Results (ELSRs) . The projects were assessed based on a rubric.</p>	<p>LCFF BASE Salaries - \$4,247</p> <p>One Time Discretionary Funds</p> <p><i>Instructional Materials - \$2,000</i></p>
<p>Scope of service:</p>	<p>8th Grade</p> <p>Grades: 8th</p>		<p>Scope of service:</p>	<p>7th & 8th grade</p> <p>Grades: 7th, 8th</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures	After reveiwing the goals, it was determined that intervention instruction could be included in this goal.
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Original Goal from prior year LCAP:	Goal #3 - Work in partnership with the MHUSD to create a safe and modern learning environment for our School community. Continue to provide students with 21st century learning tools.	Related State and/or Local Priorities: X 1 _2 X3 _4 _5 X6 X7 _8 Local:				
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>Charter School of Morgan Hill</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	Charter School of Morgan Hill	Grades:	All	
Schools:	Charter School of Morgan Hill					
Grades:	All					
	Applicable Pupil Subgroups:	All				

<p>Expected Annual Measurable Outcomes:</p>	<p>SARC reports, facility reports and Prop. 39 requests will describe the learning environment and improvements that have been made to the campus.</p> <p>Technology inventory reports will show the types and number of devices on campus.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A modular building consisting of three new classrooms was added to the campus.</p> <p>Using Measure G Bond funds, a new multipurpose room was added to the campus and is almost complete.</p> <p>Using Measure G Bond funds, a new, state of the art waste water treatment system has been installed.</p> <p>Using Measure G Bond funds, MHUSD upgraded our technology infrastructure and installed phones and intercoms in all classrooms.</p> <p>CSMH applied for and received a state grant for the installation of high speed internet service at the site.</p> <p>CSMH worked with MHUSD to ensure our equitable participation in the Measure G funding of Chromebooks for our 5th- 8th grade students, consistent with the entire District.</p> <p>Last year (2014/2015), CSMH reconfigured the library to provide classroom space for the additional 4th grade. With the addition of the new classroom building, CSMH was able to restore the library in 2015-2016.</p> <p>CSMH created an Innovation Lab. The Innovation Lab includes 24 dedicated Chromebooks, seven 3-D printers, a 3-D scanner, two green-screen tripod and lighting kits, two Arduino-based programmable robots, two programmable consumer robots (Spider and Ollie), 1 multi-function Drawbot, and 50 programmable line-following Ozobots.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Add classroom space as class size is reduced in the 4-8 grades to 24:1		<p>EPA – 2013/14 <i>Capital Assets</i> - \$198,400</p> <p>EPA – 2014/15 <i>Capital Assets</i> - \$70,000</p> <p>EPA – 2015/16 <i>Capital Assets</i> - \$291,300</p> <p>LCFF BASE – 2015/16 <i>Capital Assets</i> - \$118,700</p>	CSMH worked with MHUSD to obtain approval for the construction of the new modular building housing three classrooms which were put into service in August 2015. This allowed for class sizes in 4th and 5th grades to be 24:1 and 6th grade to be 22:1	<p>LCFF BASE <i>Support Salaries</i> - \$7,841</p> <p>LCFF BASE <i>Capital Assets</i> - \$431,238</p> <p>EPA Capital Assets - \$435,173</p>	
Scope of service:	Grades 4 to 8 Grades: 4th, 5th, 6th, 7th, 8th		Scope of service:	Grades 4-6 Grades: 4th, 5th, 6th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Support the completion of the School's new multi-purpose building by meeting with the District on a regular basis</p>		<p>LCFF BASE <i>Salaries</i></p>	<p>MHUSD staff, CSMH staff, contractors and the architect met regularly to support the addition of a new multipurpose room / gymnasium. The building is very close to completion. The addition of this building also required a new waste water treatment system to be installed on the campus.</p> <p>CSMH was responsible for providing some of the kitchen equipment and other fixtures for the new building including kitchen stools, refrigerator, hot plate, utility cart and shelving.</p>	<p>LCFF BASE <i>Support Salaries - \$7,841</i></p> <p>LCFF BASE <i>Furniture and Equipment - \$5,907</i></p>
<p>Scope of service:</p>	<p>School wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School-wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Begin using and working out bugs in the School's new technology infrastructure systems		LCFF BASE - Salaries	A Director of Technology and a contracted technology support person supported the implementation of the new infrastructure. They programmed and worked out the numerous bugs in the system. CSMH purchased equipment (clocks, speakers and phones) for classrooms not equipped by the District. CSMH purchased licenses and upgraded internet service to ensure the new infrastructure worked properly and supported the mulipe devices on campus.	LCFF BASE Support Salaries - \$27,712 REAP GRANT Computer Software \$30,689 REAP Grant Computer Hardware \$15,828 LCFF BASE Computer Hardware \$13,160
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Implement one to one devices in 3rd-8th grades		MHUSD Measure G Funds ONE TIME FUNDS <i>Computer Hardware and Software - \$110,000</i>	Through Measure G Bond funds, CSMH received 400 Chromebooks and 5 storage carts. CSMH purchased 40 additional Chromebooks and 6 storage carts to ensure all students in 3rd-8th grades had one to one devices. We hired an IT Specialist who managed the Chromebook inventory as well as handled replacements and repairs as needed.	LCFF BASE <i>Support Salaries - \$11,962</i> REAP GRANT <i>Computer Hardware - \$10,763</i>
Scope of service:	Grades 3 - 8 Grades: 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	Grades 3-8 Grades: 3rd, 4th, 5th, 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Continue to highlight the needs of CSMH in terms of Measure G future expenditures		LCFF BASE <i>Salaries</i>	CSMH executive director and Board members regularly attended Morgan Hill Unified Board meetings. Measure G updates were presented periodically and CSMH would speak in public session or e-mail Board members to remind them about the inclusion of CSMH in funding. The executive director would also read all agendas and meeting notes of the Measure G Citizen Advisory Committee.	LCFF BASE <i>Support Salaries - \$15,682</i>
Scope of service:	School wide Grades: All		Scope of service:	School-wide Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>What changes in actions, services, and expenditures</p>	<p>CSMH will continue to work towards implementation of the long term facilities plan.</p> <p>CSMH will determine what type of techology will be most effective to support instruction in K-2nd grades.</p> <p>CSMH will work with K-12 High Speed Network to implment the Broadband Infrastructure Improvement Grant (BIIG).</p> <p>CSMH has worked with the Director of Technology to determine and budget for on-going licensing agreements.</p> <p>With the substantial increase in one to one devices, all the new infrastructure and multiple licenses and software programs, CSMH has determined the need for a full time technology support person.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>Goal #4 - CSMH staff will identify and use formative, interim and summative assessments to measure student performance on Common Core State Standards and Next Generation Science Standards.</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input checked="" type="checkbox"/>5 <input type="checkbox"/>6 <input checked="" type="checkbox"/>7 <input checked="" type="checkbox"/>8 Local:</p>						
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%; background-color: #cccccc;">Schools:</td> <td>Charter School of Morgan Hill</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>		Schools:	Charter School of Morgan Hill	Grades:	All	Applicable Pupil Subgroups:	All
Schools:	Charter School of Morgan Hill							
Grades:	All							
Applicable Pupil Subgroups:	All							

<p>Expected Annual Measurable Outcomes:</p>	<p>At least 75% of students in grades K-6th will meet grade level benchmarks on the DRA</p> <p>Benchmark assessments in mathematics will be administered, progress will be measured and new improvement goals will be established</p> <p>Base data will be compiled from the Smarter Balanced Assessment and staff will determine an overall percentage of improvement expected</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Developmental Reading Assessment (DRA) continued to be used in grades K-6. Data was entered into Data Director to allow for analysis.</p> <p>TenMarks licenses were purchased to assist with teaching and assessing math skills. Each grade level administers TenMarks benchmark assessments 2-3 times per year.</p> <p>PublishKEY, a cloud-based service for student portfolios, is being used by middle schoolers to prepare their 8th Grade Exit Projects. WriterKEY was implemented in middle school Language Art classes to provide feedback to students as well as to provide data analysis regarding student writing.</p> <p>Smarter Balanced tests were successfully administered initially in May 2015 and are being administered in May 2016. Baseline Academic Level results were received in fall 2015. Baseline 2015-2015 data is as follows:</p> <ul style="list-style-type: none"> • English Language Arts: 73% of students met or exceeded standards • Mathematics: 70% of student met or exceeded standards <p>Parents received a standards based report card for each child three times a year along with mandatory parent/teacher conferences in November and optional conferences in March.</p> <p>Professional Learning Communities (PLCs) worked together in the development of their math and ELA scopes focusing on alignment with CCSS.</p>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
The DRA (Pearson) will continue to be used to assess students in reading fluency and comprehension. Staff will use information from DRA to guide instruction and establish improvement goals for each student		LCFF BASE <i>Instructional Materials</i> - \$1,600	Developmental Reading Assessment (DRA) continued to be used in grades K-6. At a minimum, teachers tested target students four times (Sept., Nov., March, and June) and all other students three times (Nov., March and June). The results of these tests are used to inform reading instruction. Data was entered into Data Director to allow for analysis. The Principal and Executive Director review the data four times a year and specifically look at students who are not meeting benchmarks.		One Time Discretionary <i>Instructional Materials</i> - \$2,352
Scope of service:	K - 6th Grades Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	K-6th grades Grades: 1st, 2nd, 3rd, 4th, 5th, 6th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Math benchmark assessments (TenMarks) will be used at all grade levels. Baseline data will be gathered and improvement goals will be established		LCFF BASE <i>Instructional Materials</i> - \$9,000	All teachers administered the TenMarks or similar assessment three times (Sept., Jan. and June). Teachers used the results of these assessments to plan their instruction.		One Time Discretionary <i>Instructional Materials</i> - \$9,075

Scope of service:	School wide Grades: All		Scope of service:	School-wide Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Additional writing and reading assessments that support the CCSS in English Language Arts will be researched and piloted (Keys2Engage)</p>		<p>LOTTERY <i>Instructional Materials</i> - \$1,400</p>	<p>The middle school English teacher used an assessment developed by the Oregon State Department of Education. This assessment produced data on: vocabulary, reading to perform a task, demonstrating general understanding, developing an interpretation, and examining content and structure in both informational and literary texts.</p> <p>The students and teacher used WriterKEY. This cloud based program allows the students to receive specific feedback and information related to their writing. It also allows the teacher to analyze student writing and to use this data to inform instruction.</p>		<p>LOTTERY <i>Instructional Materials</i> - \$2,000</p>
Scope of service:	7th & 8th Grades Grades: 7th, 8th		Scope of service:	7th and 8th grades Grades: 7th, 8th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Provide additional staff development to teachers in the area of differentiated instruction</p> <p>Facilitate staff discussion pertaining to the standards based report card</p> <p>Explore alternative data management systems</p>	

Original Goal from prior year LCAP:	Goal #5 - Implement programs that increase the performance of students below grade level in mathematics and reading.		Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	Charter School of Morgan Hill Grades: All		
	Applicable Pupil Subgroups:	Low Income Pupils, Redesignated fluent English proficient, English Learners, Students with Disabilities		
Expected Annual Measurable Outcomes:	Base data will be compiled from the Smarter Balanced Assessment and number of students below proficiency levels will be identified. 5% improvement in students reaching grade level in reading and/or mathematics as measured by state and School assessments 80% of students in RTI reading group will increase at least two DRA levels.		Actual Annual Measurable Outcomes:	55 students received services from our reading intervention specialist. 108 students participated in the JumpStart summer program in August 2015.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math	LCFF BASE <i>Salaries and Benefits - \$25,000</i>	The Jump Start Program was held two weeks prior the to beginning of the school year. It was offered (and recommended) to students that were achieving below grade level expectations in reading and/or math. In August 2015, seven teachers worked with 108 students.	LCFF SUPP <i>Core Teacher Salaries - \$25,500</i>	

Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>X Other(Students academically at-risk)</p>		
<p>RTI aide will work with students falling below grade level in reading.</p>		<p>LCFF BASE and LCFF SUPP Salaries and Benefits - \$35,000</p>	<p>The part-time RTI reading intervention specialist, hired in 2014/2015, continued to help identified students who benefit from additional assistance in reading. The Fontas & Pinnell Intervention program is used as the primary curriculum in the program.</p> <p>A teacher-led math intervention program using a program developed by Marilyn Burns called <i>Do the Math</i> was piloted in 2nd grade.</p>		<p>LCFF BASE Salaries - \$32,500</p> <p>LCFF Supplement Salaries - \$26,408</p>
Scope of service:	School wide Grades: All		Scope of service:	Grades 3-4 Grades: 3rd, 4th	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other(Students academically at-risk)</p>		

Research based materials (Heinemann – Fontas & Pinnel) that support students reading below grade level and struggling in mathematics will be purchased		LCFF BASE <i>Instructional Materials</i> - \$15,000	The part-time RTI reading intervention specialist continued to help identify students who benefit from additional assistance in reading. The Fontas & Pinnell Intervention program continues to be used as the primary curriculum in the program. A teacher-led math intervention program using a program developed by Marilyn Burns called <i>Do the Math</i> was piloted in 2nd grade.		LCFF BASE <i>Instructional Materials</i> from 2014/2015 - \$14,035.
Scope of service:	School wide Grades: All		Scope of service:	K - 4th grades Grades: K, 1st, 2nd, 3rd, 4th	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other(Students academically at-risk)		
What changes in actions, services, and expenditures	<p>Based on feedback from the staff, the LCAP committee and the Board of Directors this goal will be combined with goal #2.</p> <p>A list of students performing below proficiency levels will be created prior to the start of the 2016 school year and distributed to classroom teachers.</p>				

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:	34628
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The Charter School of Morgan Hill's projection of 47 low income (SED), Foster Youth and English Language Learner (ELL) students is an unduplicated percentage of 7.5% of our total census of 630 for 2016/17. This is a conservative estimate of the increase over the number (46) of these students in 2015/16. It may increase once we assess our new incoming students. The 2015/16 school year saw an increase of 12 unduplicated students from 2014/15 - an increase of 35%.

CSMH will receive an estimated \$34,628 in supplemental funding generated by the School's unduplicated population of low-income (SED) and English Language Learners (ELL) students during 2016/2017. The School does not qualify for any concentration grant funding.

We have identified the following services and programs to meet the academic and socio-emotional needs of these students to close the achievement gap:

* We provide a two week summer school Jump Start program that focuses on intensive math and reading intervention. Teachers have sent personal invitations to parents of the unduplicated students who would benefit from the Jump Start program asking them to allow their child to attend. The program is also offered to other students in need of additional academic support. One hundred thirty two (132) have been invited to attend and 89 have responded positively. Note that in August of 2015 we had 108 students in attendance which included 25% of our unduplicated population.

* We will continue to use the DRA program to measure student progress and to help determine their areas of need in reading fluency and comprehension. During 2015/16 our Response to Intervention (RTI) Aide continued to work with small groups of students in the area of reading and math. This specialist uses a research based program (Heinemann Fountas and Pinnell) that will increase student's success in reading and help them build proficiency in these areas.

Budgeted Salaries and Benefits for the Jump Start Summer Program, which includes 5 teachers for two weeks and the RTI Specialist, total \$67K.

* We plan to purchase or lease a school bus to provide easier access to CSMH for students living in Morgan Hill. This service will be available free of charge for qualifying Free and Reduced Lunch students. It is expected this discretionary service (bus, maintenance and bus driver) will be supported by a grant from the CSMH Foundation.

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.

0.76

%

For the Charter School of Morgan Hill, the percentage by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils in the LCAP year (minimum proportionality percentage, or MPP), per the above, is .76%.

CSMH is in compliance with its requirement to increase or improve services for unduplicated pupils since the School is planning to provide services above its target for Supplemental and Concentration Grant funding of \$34,628. Our 2016/17 budget allocates \$30K for the Summer School Jump Start program and \$37K in salary and benefits for the part-time Response to Intervention Aide. CSMH continually monitors the services it provides and makes improvements to all programs that serve its low-income, English learners, foster youth, and students with disabilities.

The following are specific services and actions for pupils within the unduplicated population:

- The Summer School Jump Start program will be held from August 1, 2016 through August 12, 2016. Five certificated teachers are expected to host over 70 students in a program of ten half days focused on intensive math and reading instruction to give students a refresher from the last year and a head start on the new school year. Unduplicated students that would benefit from this program have been personally invited by the teachers. The program is available school wide and it is expected that other students may take advantage of it, as well.
- The part-time Response to Intervention Aide works with students who are struggling in the area of reading and/or math. She works with small groups of students on a daily basis and provides intense, focused instruction.
- The Aide uses researched based intervention programs that include:
 - pre and post testing
 - well developed, prescriptive lessons
 - utilizes best instructional practices

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).