A. Charter School Goals and Actions to Achieve the Eight State Priorities

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. **Local Control and Accountability Plan ("LCAP")** The Charter School will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "subpriorities."	
STATE PRIORITY #1— BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Assistant Superintendent or Designee will annually review credential status.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	Instructional materials purchased will be aligned to CA Common Core State Standards per the charter petition.

SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain clean and safe school facilities.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Regular facility inspections will screen for safety hazards.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	90% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	90% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum.
STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Per the charter, "parents who enroll their children in (the charter) shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education."
ACTIONS TO ACHIEVE GOAL	Parents will be involved through either learning plan meetings or parent/teacher conferences.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	Maintain the School Site Council.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Participation Group to recruit parents to the SSC via flyers.
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
STATE PRIORITY #4— STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* *A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment* *B. The Academic Performance Index (API)* *C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education* *D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)* *E. EL reclassification rate* *F. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	5% growth of students at every applicable grade level, including all student subgroups, scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of MTSS pyramids of intervention.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Schoolwide and all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.

ACTIONS TO ACHIEVE GOAL	Instruction will incorporate testing strategies in preparation for the CAASPP.
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will show growth per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per MTSS pyramid.
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per MTSS pyramid.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC§52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 95% ADA rate.
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate adequate progress, as defined by our Master Agreement and CSCS Board policy, at every learning period.
ACTIONS TO ACHIEVE GOAL	Collaboration with parents and implementation of interventions as specified in our Adequate Progress Policy.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will promote 98% of 7th and 8th grade students.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups.

STATE PRIORITY #6— SCHOOL CLIMATE	
School climate, as measured by all of the following, as applicable: *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained on Social Emotional Wellbeing component of our school policy which outlines the discipline processes. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow Section 13 of our Charter Handbook which outlines our expulsion policy and behavior approach. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students who attend resource centers will participate in regular Fire, Earthquake, and safety drills.
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building events and activities throughout the year.
ACTIONS TO ACHIEVE GOAL	Charter School will host at least three community events through collaboration with parents, students, and community members.
STATE PRIORITY #7— COURSE ACCESS	
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)*	

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
STATE PRIORITY #8— OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students participate in Charter School's ELA program on each school attendance day. Instructional strategies implemented throughout include: small group work, one-to-one tutoring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation and collaboration with colleagues to support student-learning goals.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in Charter's math program. Instructional strategies implemented in math include: direct instruction; spiraling math curriculum; small group work, one-to-one tutoring, peer tutorial support, small group after-school tutorial; collaboration with colleagues to support student goals and learning.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information

	(articles, videos); field trip experiences, debates, and hands-on projects.
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including direction instruction and hands on learning experiences students will study content using the Visual and Performing Arts standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Physical Education.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the Physical Education Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to maintain a physically active, healthy lifestyle.
SUBPRIORITY G – HEALTH (GRADES K-12)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Health.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the Health Content Standards for California Public Schools, kindergarten through grade

	twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to relate to health education.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Foreign Language.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the World Language Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.
SUBPRIORITY I – CTE (GRADES 7-12 ONLY – SEE APPENDIX W)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in CTE.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the CA CTE Standards grade seven through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.

Element B: Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

CSCS will measure student achievement in the following three (3) ways:

1. CSCS will meet state calculated growth target annually in all significant subgroups and school-wide in two (2) of the last three (3) years.
2. CSCS will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.
3. Students who are identified as Multi-Tiered Systems of Support (MTSS) Tier II will show improvement in proficiency as measured by the CSCS systematic online standards-based assessment tool in two (2) of the last three (3) years.

CSCS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

Accomplishments in each of the goals and outcomes directly support the mission to foster the innate curiosity of students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student.

As the state finalizes new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress ("CAASPP") assessment system) and new school performance measures (e.g., API), CSCS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element A of the charter. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

STATE PRIORITY #1— BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Assistant Superintendent or Designee will annually review credential status.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	Instructional materials purchased will be aligned to CA Common Core State Standards per the charter petition.
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	Staff will review all instructional materials before purchase pursuant to E.C. § 60119.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain clean and safe school facilities.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Regular facility inspections will screen for safety hazards.
MEASURABLE OUTCOME	90% of all items on regular site inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within six months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by Director of Operations; Annual Facility Inspection Reports.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and at least 15 hours of Professional Learning Communities.
METHODS OF MEASUREMENT	Professional Development calendar and sign in sheets will evidence participation by teachers in professional development activities.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	90% of EL students will gain academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	Annually, 90% of EL students will gain academic content knowledge through the implementation of the CCSS.
METHODS OF MEASUREMENT	EL student performance on the CAASPP statewide assessments; CELDT/ELPAC Assessments; learning plan/lesson plan; teacher assessments; annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	90% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum.
MEASURABLE OUTCOME	100% EL students will reach English language proficiency by graduation through the implementation of the CCSS, and ELD curriculum and related instructional strategies.
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment, curriculum assessments, and reclassification documentation.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Per the charter, "parents who enroll their children in (the charter) shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education."
ACTIONS TO ACHIEVE GOAL	Parents will be involved through either learning plan meetings or parent/teacher conferences.
MEASURABLE OUTCOME	100% of parents will accept primary responsibility of their children's education.
METHODS OF MEASUREMENT	Annual review by supervisors of learning plans and lesson plans.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain the School Site Council.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Parent Participation Group to recruit parents to the SSC via flyers.
MEASURABLE OUTCOME	Annually, the School Site Council will be comprised of at least 2 parents.
METHODS OF MEASUREMENT	School Site Council meeting agendas and minutes identify parents who form part of the SSC.
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
MEASURABLE OUTCOME	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members.
BASELINE PERFORMANCE LEVEL	20% of parents completed the 2013 School Community Survey.
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

A. *CA Assessment of Student Performance and Progress (CAASPP) statewide assessment*
B. *The Academic Performance Index (API)*
C. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*

D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) *E. EL reclassification rate* *F. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	5% growth of students at every applicable grade level, including all student subgroups, scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of MTSS pyramids of intervention.
MEASURABLE OUTCOME	At least 95% participation rate in the CAASPP statewide assessments; at least 5% growth at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics in at least two (2) of the last three (3) years. Students who are identified as Multi-Tiered Systems of Support (MTSS) Tier II will show improvement in proficiency as measured by the CSCS systematic online standards-based assessment tool in two (2) of the last three (3) years.
METHODS OF MEASUREMENT	CAASPP Score reports; evidence of student learning as demonstrated on Learning Plan; Readers & Writers Workshop Assessments; teacher observations; assignment & project rubrics; and benchmarks.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Schoolwide and all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
ACTIONS TO ACHIEVE GOAL	Instruction will incorporate testing strategies in preparation for the CAASPP.
MEASURABLE OUTCOME	All student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education in two (2) of the last three (3) years.
METHODS OF MEASUREMENT	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education.

SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will show growth per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per MTSS pyramid.
MEASURABLE OUTCOME	All EL students that show growth will advance at least one performance level per the CELDT/ELPAC each academic year.
METHODS OF MEASUREMENT	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; ELD curriculum assessments and annual report cards.
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per MTSS pyramid.
MEASURABLE OUTCOME	At least 10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	Analysis and review of CELDT/ELPAC results, and CAASPP statewide assessment scores.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC§52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 95% ADA rate.
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%.
METHODS OF MEASUREMENT	Weekly and Periodic ADA reports.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	

GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate adequate progress, as defined by our Master Agreement and CSCS Board policy, at every learning period.
ACTIONS TO ACHIEVE GOAL	Collaboration with parents and implementation of interventions as specified in our Adequate Progress Policy.
MEASURABLE OUTCOME	90% of enrolled students will demonstrate adequate progress during all learning periods.
METHODS OF MEASUREMENT	Monthly attendance from our student information system and Adequate Progress records. Evidence of success, is determined by monthly and annual attendance reports.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will promote 98% of 7th and 8th grade students.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups.
MEASURABLE OUTCOME	98% of the 7th and 8th grade students successfully complete their grade-level program and be promoted to the subsequent grade.
METHODS OF MEASUREMENT	Attendance records and Adequate Progress Reports.
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained on Social Emotional Wellbeing component of our school policy which outlines the discipline processes. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended.
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow Section 13 of our Charter Handbook which outlines our expulsion policy and behavior approach. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled.

METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students who attend resource centers will participate in regular Fire, Earthquake, and safety drills.
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in regular fire, earthquake or safety drills annually.
METHODS OF MEASUREMENT	Professional Development agenda and calendared events.
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building events and activities throughout the year.
ACTIONS TO ACHIEVE GOAL	Charter School will host at least three community events through collaboration with parents, students, and community members.
MEASURABLE OUTCOME	At least three community events will be held throughout the academic year.
METHODS OF MEASUREMENT	Master Calendar.
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules.

STATE PRIORITY #8— OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students participate in Charter School's ELA program on each school attendance day. Instructional strategies implemented throughout include: small group work, one-to-one tutoring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation and collaboration with colleagues to support student-learning goals.
MEASURABLE OUTCOME	Annually, all students will progress one grade/skill level each academic year, as evidenced by Benchmark Assessments, students' grades, and diagnostic assessments. Annually, all students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.
METHODS OF MEASUREMENT	Charter School's lesson plans and learning plans are used to monitor and track student progress throughout the year as well as CAASPP test results, formative and benchmark assessments, and i-Ready diagnostic assessments.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in Charter's math program. Instructional strategies implemented in math include: direct instruction; spiraling math curriculum; small group work, one-to-one tutoring, peer tutorial support, small group after-school tutorial; collaboration with colleagues to support student goals and learning.
MEASURABLE OUTCOME	Annually, all students will progress one grade/skill level each academic year. Annually, all students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Mathematics.
METHODS OF MEASUREMENT	Charter School's lesson plans and learning plans are used to monitor and track student progress throughout the year as well as CAASPP test results, formative and benchmark assessments, and i-Ready diagnostic assessments.

SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Assessments include: benchmarks, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including direction instruction and hands on learning experiences students will study content using

	the Visual and Performing Arts standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts.
MEASURABLE OUTCOME	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments including schoolwide benchmarks.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Physical Education.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the Physical Education Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to maintain a physically active, healthy lifestyle.
MEASURABLE OUTCOME	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, fitness tests and end of unit quizzes. Authentic assessments include: presentations, performance of physical activities, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY G – HEALTH (GRADES K-12)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Health.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the Health Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to relate to health education.

MEASURABLE OUTCOME	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, fitness tests and end of unit quizzes. Authentic assessments include: presentations, projects, essays, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Foreign Language.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the World Language Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.
MEASURABLE OUTCOME	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, essay. Exams and benchmarks. Authentic assessments include: presentations, projects, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY I – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in CTE.
ACTIONS TO ACHIEVE GOAL	Through a variety of learning strategies, including authentic learning experiences students will study content using the CA CTE Standards grade seven through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area.
MEASURABLE OUTCOME	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes.

	Authentic assessments include: presentations, projects, essays, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.