

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Topanga Elementary Charter School

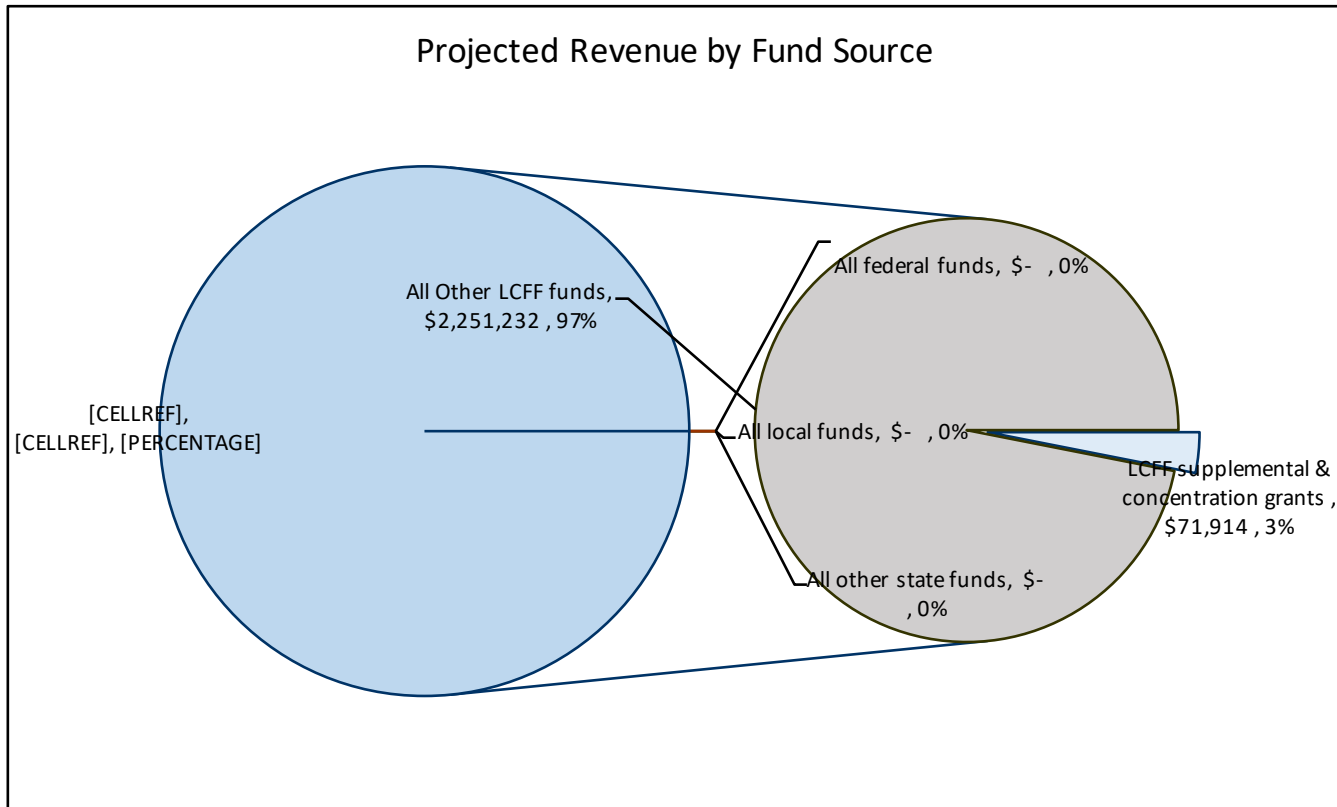
CDS Code: 19 64733 6019525

Local Control and Accountability Plan (LCAP) Year: 2019 - 2020

LEA contact information: Steve Gediman (310) 455-3711 sgedim1@lausd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019 - 2020 LCAP Year

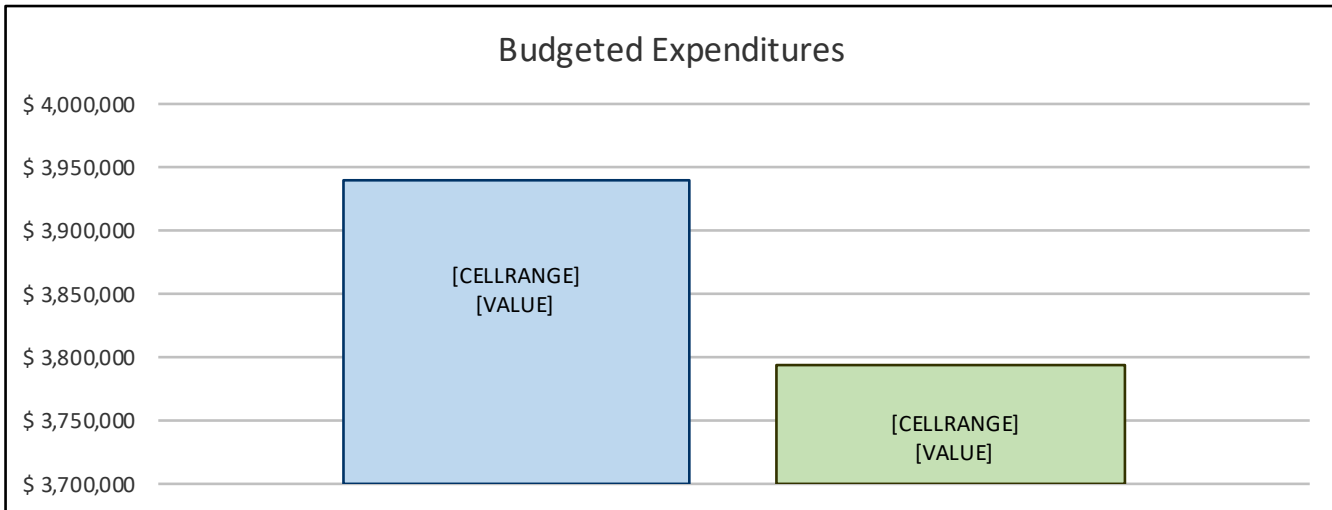


This chart shows the total general purpose revenue Topanga Elementary Charter School expects to receive the coming year from all sources.

The total revenue projected for Topanga Elementary Charter School is \$2,323,146.57, of which \$2,323,146.57 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$2,323,146.57 in LCFF Funds, \$71,914.36 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Topanga Elementary Charter School plans to spend for 2019 - 2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Topanga Elementary Charter School plans to spend \$3,940,098.00 for the 2019 - 2020 school year. Of that amount, \$3,792,956.00 is tied to actions/services in the LCAP and \$147,142.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

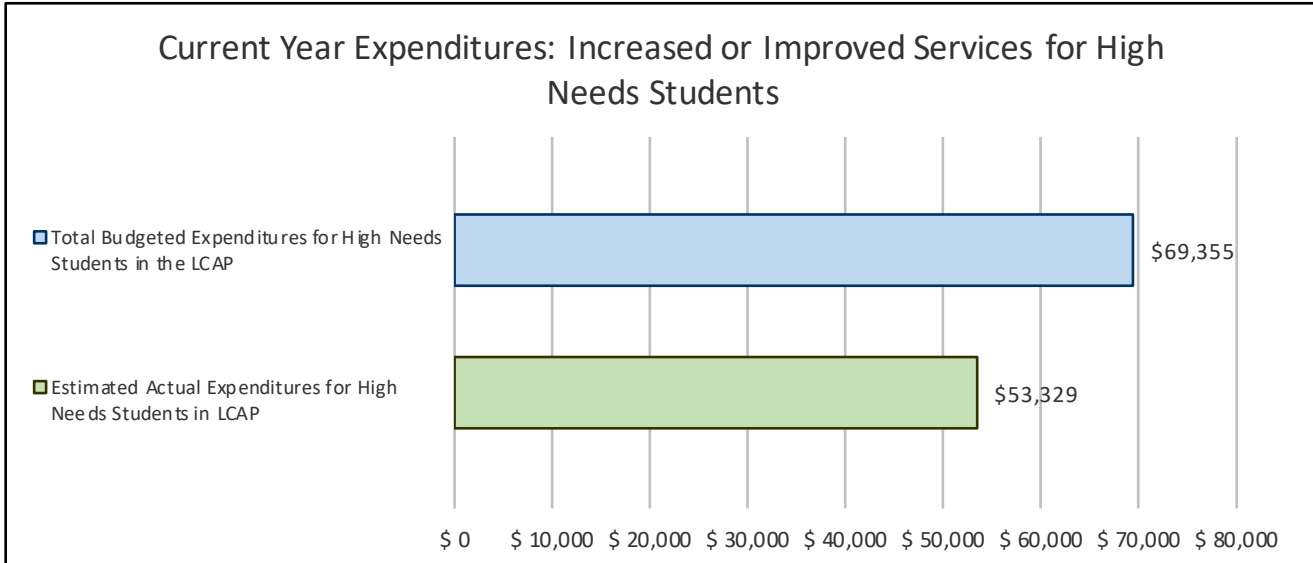
As an affiliated charter school, our school receives allocations of federal funding through the district and are part of the district federal funding plan.

Increased or Improved Services for High Needs Students in 2019 - 2020

In 2019 - 2020, Topanga Elementary Charter School is projecting it will receive \$71,914.36 based on the enrollment of foster youth, English learner, and low-income students. Topanga Elementary Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Topanga Elementary Charter School plans to spend \$257,698.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Topanga Elementary Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Topanga Elementary Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Topanga Elementary Charter School's LCAP budgeted \$69,355.00 for planned actions to increase or improve services for high needs students. Topanga Elementary Charter School estimates that it will actual spend \$53,329.31 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$16,025.69 had the following impact on Topanga Elementary Charter School's ability to increase or improve services for high needs students:

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Topanga Elementary Charter

Contact Name and Title

Steve Gediman
Principal

Email and Phone

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(310) 455-3711

2017-20 Plan Summary

The Story

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

Cradled by the Santa Monica Mountains, Topanga Elementary is a small, high-performing community school, offering a well-rounded education strongly focused on the arts and environmental science.

Over twenty years ago, Topanga Elementary Charter School became part of the first K-12 charter complex in the nation. Parents at Palisades Elementary and Paul Revere Junior High established the complex in 1993 to articulate local school options to improve stability and predictability, in addition to optimizing new District school reform measures. Two years later, in 1995, Topanga Elementary joined the Palisades Complex.

While we collaborate with the schools in the Palisades Complex to support our common goal of meeting the diverse needs of our student populations, in many ways Topanga is a community like no other. Only minutes away from bustling urban areas, Topanga is nestled within the protected wilderness area of Topanga State Park, where signs of city life quickly disappear as acres of chaparral-covered mountainside rise up on either side of the roadway.

From its humble beginnings as a rugged weekend destination for hunters and campers, Topanga has evolved, earning a reputation as an artists' community along the way--for the notable musicians, novelists, filmmakers and general free-thinkers who have called the canyon home. Over the years, Topanga's evolution has continued, with physicists, neuroscientists, lawyers, and chefs living alongside entrepreneurs, educators and parents. Some are life-long residents and some have come from far flung corners of the globe; different and yet united in an appreciation of the astounding beauty of our shared home and bound together by a sense of community that stems from an understanding of the special nature of this place. To choose to be in Topanga is to choose a different way of life – exchanging some modern convenience for a tranquil, unspoiled location in which community and nature are of the highest priority.

This natural setting provides an educational opportunity that is truly unique within the nation's second largest school district. The community built around this school boasts a supportive network of parents who are committed to working hand-in-hand with the school to set students up for success. With a focus on academic achievement and an emphasis on environmental science, students learn from their surroundings – bringing lessons to life and adding meaning to their daily interactions with nature. The school's robust selection of arts programs including music, art and theater channels the talent and legacy of the community. The breadth of educational and enrichment offered by TECS allows parents to tap into their own talents and skill sets and to participate and illustrate how greatness can be achieved through collaboration and cooperation.

TECS provides a rigorous integrated core curriculum based on the Common Core State Standards, then communicates that curriculum in the context of our physically and culturally unique setting through methodologies focused on independent thinking, decision making, problem-solving skills and creativity, in a manner designed to allow all students to achieve according to their individual abilities and learning styles. Through innovative programs such as our Transitional Kindergarten program and our environmental field study science; enrichment resources, such as our state-of-the-art science and computer labs, and arts and music programs; and student support resources, including on-site counseling programs and enhanced intervention, we strive to promote lifelong learning in a nurturing physical, emotional and academic environment.

As we move forward, our focus will be to provide the best educational opportunities for our diverse learners. We strive to move our emerging learners to proficiency and our proficient students to advanced, not only on state tests, but, in all curricular, social, and emotional areas.

LCAP Highlights

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

Through analysis of our state and local data and input from staff and stakeholders, we identified our focus areas to be addressed to achieve our vision: "We are a community of staff, parents, students, community members and business people committed to working together to develop life-long learners who value themselves, contribute to their community, and succeed in a changing world." Based on this process the actions and services in the LCAP fell into the following areas of influence:

1. To increase the number of students who score Proficient or above in English Language Arts and Mathematics on the SBAC assessment.
2. Provide additional classroom support for students who may be achieving below benchmark scores and who are not meeting grade level standards.
3. To provide and maintain Basic Services for students and schools to support their emotional and academic achievement.

Key LCAP actions to support these areas are: purchase of instructional assistants, allocation of funds for additional school psychologist time, and the allocation of funds for additional supplemental curriculum materials to meet the needs of our high achieving students.

Review of Performance

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

Greatest Progress

Topanga students continue to evidence strong academic skills in English Language Arts (ELA). While our scores in ELA for all students in 3rd - 5th grade students declined slightly for the 2017-2018 school year (from 75% to 74.3%), this still represents a high percentage of students are still meeting or exceeding standards in English Language Arts (ELA) - well above the average for the state and the District.

In Math, our students' scores significantly improved - from 67% last year to 76.5% in 2017-2018. We attribute this almost 10 percent increase to our continued use of best practices in math instruction.

K-2nd grade students have demonstrating proficiency in early literacy as evidenced in DIBELS data. In 2017 - 2018 78% of Kindergarten students reached benchmark, in 1st grade 74% of the students met end-of year benchmark and 89% of second graders met the benchmark, which is over twenty percent above the school district average.

We have continued to successfully maintain a 0% suspension rate. While our attendance is still a matter of concern (it is our only "red" indicator on

the California School Dashboard), our percentage of students with excellent attendance has improved this year, and the percentage of students with chronic absences has decreased.

We have applied to the state for the Low Performing Student block grant funds to support identified students who scores lowest on one or both ELA/math SBA assessments

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

Greatest Needs

Our school does not have any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating.

Providing support for our Students with Disabilities and English Language Learners is always a priority. Although we have low counts in these subgroups, the LCAP indicates actions to increase and improve services for these student subgroups including: increasing support in the classrooms through the purchase of instructional aides and the purchase of additional supplemental curricular materials.

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

Performance Gaps

Topanga Elementary Charter School does not currently have any student subgroups that are two or more performance levels below the "all student" performance levels.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Proficiency for All

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

**(1-A) Smart Balanced Assessment 2018-19
 Consortium (SBAC) Assessment
 English Language Arts
 Proficiency Rate**

All Students	76%	All Students	74.3%
Reclassified Fluent English Proficient Students (RFEP)	100%	Reclassified Fluent English Proficient Students (RFEP)	50%
English Learners	No Data	English Learners	No Data
Foster Youth	No Data	Foster Youth	No Data
Low-Income Students	77%	Low-Income Students	50%
Latino Students	51%	Latino Students	50.5%
African-American Students	51%	African-American Students	100%
Students with Disabilities	32%	Students with Disabilities	47.4%

**(1-B) Smart Balanced Assessment 2018-19
 Consortium (SBAC) Assessment
 Mathematics Proficiency Rate**

All Students	69%
Reclassified Fluent English Proficient Students (RFEP)	100%
English Learners	No Data
Foster Youth	No Data
Low-Income Students	69%
Latino Students	51%
African-American Students	51%
Students with Disabilities	24%

All Students	76.5%
Reclassified Fluent English Proficient Students (RFEP)	50%
English Learners	No Data
Foster Youth	No Data
Low-Income Students	55%
Latino Students	58.3%
African-American Students	100%
Students with Disabilities	42.1%

(1-C) Percentage of 2nd grade fluent English students (EO, IFEP, RFEP) demonstrating proficiency in early literacy	2018-19 All Students	83%	All Students	83%
	Reclassified Fluent English Proficient Students (RFEP)	2 students	Reclassified Fluent English Proficient Students (RFEP)	2 students
	English Learners	No Data	English Learners	No Data
	Foster Youth	No Data	Foster Youth	No Data
	Low-Income Students	No Data	Low-Income Students	No Data
	Latino Students	No Data	Latino Students	No Data
	African-American Students	No Data	African-American Students	No Data
	Students with Disabilities	No Data	Students with Disabilities	No Data
(1-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy	2018-19 ELD 1-2 English Learners N/A		ELD 1-2 English Learners N/A	
(1-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy	2018-19 ELD 3-5 English Learners N/A		ELD 3-5 English Learners N/A	

<p>(1-F) English Learner Reclassification Rate</p>	<p>2018-19 English Learners 40%</p> <p>English Learners Less than 5 Years N/A</p> <p>English Learners More than 5 0 Years</p>	<p>English Learners 50%</p> <p>English Learners Less than 5 Years N/A</p> <p>English Learners More than 5 0 Years</p>
<p>(1-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMA01)</p>	<p>2018-19 English Learners 100%</p>	<p>English Learners 100%</p>
<p>(1-H) Rate of English Learners who have not reclassified in 5 years (LTEL)</p>	<p>2018-19 Long Term English Learners 0%</p>	<p>Long Term English Learners 0%</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teacher Assistant and Instructional Aides to assist in classrooms and to provide additional support to students as a means to increase English Language Arts and Mathematics scores. Instructional Aides focus on intervention opportunities for any identified target student populations.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teacher Assistant and Instructional Aides to assist in classrooms and to provide additional support to students as a means to increase English Language Arts and Mathematics scores. Instructional Aides focus on intervention opportunities for any identified target student populations.</p>	<p>\$35,988 - LCFF - 2000-2999 Classified Salaries - Instructional and Teacher Aides</p>	<p>\$35,988 - LCFF - 2000-2999 Classified Salaries - Instructional and Teacher Aides</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase of rigorous and Common Core aligned Instructional Materials to supplement the District provided curriculum to meet the needs of all students, including but not limited to Step</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase of rigorous and Common Core aligned Instructional Materials to supplement the District provided curriculum to meet the needs of all students, including but not limited to Step</p>	<p>\$21,500 - LCFF - 4000-4999 Books and Supplies - Eureka Math, Step Up to Writing and Wilson Reading materials</p>	<p>\$26,000 - LCFF - 4000-4999 Books and Supplies - Eureka Math, Step Up to Writing and Wilson Reading materials</p>

Up to Writing, Core Literature, Eureka Math and intervention materials for use with Targeted Student Populations.

Up to Writing, Core Literature, Eureka Math and intervention materials for use with Targeted Student Populations.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Additional funds to purchase Library Aide to support student literacy. Library aide will also assist with students checking out books and will ensure that the school library is well stocked with current fiction and non-fiction titles to assist students in research and inquiry projects.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Additional funds to purchase Library Aide to support student literacy. Library aide will also assist with students checking out books and will ensure that the school library is well stocked with current fiction and non-fiction titles to assist students in research and inquiry projects.</p>	<p>\$28,744 - LCFF - 2000-2999 Classified Salaries - Library Aide</p>	<p>\$28,744 - LCFF - 2000-2999 Classified Salaries - Library Aide</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$23,060 - LCFF - 1000-1999 Certificated Salaries - Itinerant Arts Teacher</p>	<p>\$23,255 - LCFF - 1000-1999 Certificated Salaries - Itinerant Arts Teacher</p>

<p>Itinerant Arts Teacher to provide enrichment opportunities that allow students to demonstrate critical and creative thinking through formalized art instruction.</p>	<p>Itinerant Arts Teacher to provide enrichment opportunities that allow students to demonstrate critical and creative thinking through formalized art instruction.</p>		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Purchase of School Nurse to support the health and wellness of students to promote student success and academic achievement.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Purchase of School Nurse to support the health and wellness of students to promote student success and academic achievement.</p>	<p>\$23,060 - LCFF - 2000-2999 Classified Salaries - School Nurse</p>	<p>\$24,057 - LCFF - 2000-2999 Classified Salaries - School Nurse</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase of teachers to support the academic achievement of all subgroups of students towards the mastery of Common</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase of teachers to support the academic achievement of all subgroups of students towards the mastery of Common</p>	<p>\$1,926,815 - LCFF - 1000-1999 Certificated Salaries - Certificated Teachers</p>	<p>\$1,887,927 - LCFF - 1000-1999 Certificated Salaries - Certificated Teachers</p>

Core State Standards.	Core State Standards.		
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Teacher Costs funded by S&C.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Teacher Costs funded by S&C.</p>	<p>\$171,851 - LCFF - 1000-1999 Certificated Salaries - Teacher Costs funded by S&C</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Budget expenditure report does not identify this expenditure.</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Special Education Program</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location:</p> <p>Special Education Program</p>	<p>\$379,359 - LCFF - 1000-1999 Certificated Salaries - Certificated and classified salaries</p>	<p>\$330,912 - LCFF - 1000-1999 Certificated Salaries - Certificated and classified salaries</p>

Analysis

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

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

Topanga Elementary Charter hired appropriate staff and implemented actions to achieve our goals. For the 2018-2019 school year, we hired instructional aides to assist with student support. In addition, Topanga Elementary purchased supplemental mathematics materials to meet the needs of our high achieving students.

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

Based on 2017-2018 SBAC scores, Interim assessment and DIBELS data, the implementation of actions and services were effective to achieve our goals as measured by the LEA. Topanga Elementary is among the highest performing elementary schools in the Los Angeles Unified School District. We attribute this to the actions and services that we set as our priorities as a means of meeting the needs of all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All actions and services were implemented as planned. There are no changes to the LCAP this year.

*Budgeted Resources may not reflect the exact breakdown provided in the 2018-2019 LCAP Template. Changes in reporting and transition to an E-LCAP template will result in a different format.

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

All actions and services were implemented as planned. There are no changes to the LCAP this year.

Goal 2

100% Attendance

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

Local Priorities:

Annual Measurable Outcomes

Expected			Actual	
The percent of students attending 173-180 days each school year (96% attendance rate)	All Students	60%	All Students	44.8%
	Low-Income Students	65%	Low-Income Students	46%
	English Learners	60%	English Learners	50%
	Foster Youth	N/A	Foster Youth	N/A
	African-American Students	40%	African-American Students	75%
	Students with Disabilities	55%	Students with Disabilities	42.1%

Percentage rate of Students Missing 16 days or more each school year

2018-19

(2-B) Percentage rate of Students Missing 16 days or more each school year

All Students	14%
Low-Income Students	15%
English Learners	0%
Foster Youth	N/A
African-American Students	11%
Students with Disabilities	14%

(2-B) Percentage rate of Students Missing 16 days or more each school year

All Students	21%
Low-Income Students	32%
English Learners	50%
Foster Youth	N/A
African-American Students	0%
Students with Disabilities	24%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Librarian assisted in developing literacy.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Librarian assisted in developing literacy.</p>	<p>\$13,545 - LCFF - 2000-2999 Classified Salaries - Library Aide (repeated expenditure)</p> <p>\$2,500 - LCFF - 7000-7499 Other - Attendance Incentives for pupils and staff</p>	<p>\$15,696 - LCFF - 2000-2999 Classified Salaries - Library Aide (repeated expenditure)</p> <p>\$2,500 - LCFF - 7000-7499 Other - Attendance Incentives for pupils and staff</p>

Analysis

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

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

Topanga Elementary Charter did not meet our goals of increasing the number of students reaching 96% attendance rate, and we fell short of our goal of reducing chronic absenteeism (students with 16 or more days of absence).

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

Student attendance rates continue to be an area of focus at the school.

For the 2018-2019 school year, we continue to improve our parent outreach and we were able to offer four workshops for our parents, helping to strengthen the home-school connection.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no difference between Budgeted Expenditures and Estimated Actual Expenditures.

*Budgeted Resources may not reflect the exact breakdown provided in the 2016-2017 LCAP Template. Changes in reporting and transition to an E-LCAP template will result in a different format.

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

As a result of our continued focus on attendance rates, attendance incentives and parent outreach have increased for in the 2017-2018 school year. There is a need for parent education on the importance of attendance, which has historically been a concern that the school continues to communicate to the Topanga community through meetings, newsletters, emails, and phone calls.

Goal 3

Parent, Community and Student Engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

School Experience Survey

2018-19

(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)

All Students	Topanga Elementary Charter	89%
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(3-B) Percentage of parents completing the School Experience Survey annually

All Parents	Topanga Elementary Charter	65%
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(3-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually

All Parents	Topanga Elementary Charter	100%
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(3-D) Percentage of parents that state that our parent center or community rep provides

resources (information, classes, etc.) useful to help me support my childs learning

All Parents	Topanga Elementary Charter	N/A
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(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)

All Students	Topanga Elementary Charter	91%
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(3-B) Percentage of parents completing the School Experience Survey annually

All Parents	Topanga Elementary Charter	39%
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(3-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually

All Parents	Topanga Elementary Charter	100%
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(3-D) Percentage of parents that state that our parent center or community rep provides

resources (information, classes, etc.) useful to help me support my childs learning

All Parents	Topanga Elementary Charter	N/A
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Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Four Parent Workshops on academic initiatives held annually to increase the home/school connection. IMA funds will be used for materials and copies utilized in keeping parents informed and engaged in their child's education.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Four Parent Workshops on academic initiatives held annually to increase the home/school connection. IMA funds will be used for materials and copies utilized in keeping parents informed and engaged in their child's education.</p>	<p>\$368 - LCFF - 7000-7499 Other - Parent Engagement</p>	<p>\$318 - LCFF - 7000-7499 Other - Parent Engagement</p>

Analysis

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

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

Topanga Elementary Charter hired appropriate staff and implemented actions to achieve our goals. Our School Report Card reflects a high level of parent, student and community engagement. Data collected from parents, students and staff reflects a welcoming and positive environment where parents and community members are encouraged to participate and get involved in the school and their child's education. Parents were invited to attend up to four workshops throughout the 2018-2019 school year.

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

For the 2019 School Experience Survey, we had 26% of parents complete the survey, as compared to 35% in 2018. The school district used a much earlier due date than usual for the survey, and a much shorter window to submit the survey, which may have contributed to our drop in participation.

More than four parent workshops were offered throughout the year on various subjects. Parents were provided valuable resources and information to assist them in supporting their child(ren) at home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no difference between Budgeted Expenditures and Estimated Actual Expenditures.

*Budgeted Resources may not reflect the exact breakdown provided in the 2017-2018 LCAP Template. Changes in reporting and transition to an E-LCAP template will result in a different format.

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

For the 2018-2019 school year we continued to offer resources and information to parents through parent workshops, newsletters and weekly assemblies. Parents will be asked what topics they would like included throughout the year. Feedback from parents regarding Topanga Elementary Charter School will continue to be collected both through the School Experience Survey as well as other school created surveys throughout the year.

Goal 4

Ensure School Safety

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected		Actual
Single Student Suspension Rate 2018-19			
	All Students	0%	All Students 0%
	Low-Income Students	0%	Low-Income Students 0%
	English Learners	0%	English Learners 0%
	Foster Youth	0%	Foster Youth 0%
	African-American Students	0%	African-American Students 0%
	Students with Disabilities	0%	Students with Disabilities 0%

Number of Instructional Days Lost to Suspension	2018-19				
	All Students	0	All Students	0	
	Low-Income Students	0	Low-Income Students	0	
	English Learners	0	English Learners	0	
	Foster Youth	0	Foster Youth	0	
	African-American Students	0	African-American Students	0	
Students with Disabilities	0	Students with Disabilities	0		
Expulsion Rate	2018-19				
	All Students	0%	All Students	0%	
Percentage of students who feel safe on school grounds	2018-19				
	All Students	92%	All Students	83%	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase of additional time for School Psychologist to assist with the discipline and safety climate at the school. The School Psychologist will provide counseling and school-based support for students who struggle with emotional and/or social well-being.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase of additional time for School Psychologist to assist with the discipline and safety climate at the school. The School Psychologist will provide counseling and school-based support for students who struggle with emotional and/or social well-being.</p>	<p>\$36,203 - LCFF - 1000-1999 Certificated Salaries - School Psychologist</p>	<p>\$36,203 - LCFF - 1000-1999 Certificated Salaries - School Psychologist</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Purchase of two Campus Aides to patrol school facilities in order to prevent</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Purchase of two Campus Aides to patrol school facilities in order to prevent</p>	<p>\$16,798 - LCFF - 2000-2999 Classified Salaries - Campus Aides - Special Programs \$5,602 - LCFF - 2000-2999 Classified Salaries - Proportionality - Campus Aides</p>	<p>\$16,596 - LCFF - 2000-2999 Classified Salaries - Campus Aides - Special Programs \$5,532 - LCFF - 2000-2999 Classified Salaries - Proportionality - Campus Aides</p>

violation of rules or safe practice and to assist in maintaining student discipline and observance of rules by students and others on campus.

violation of rules or safe practice and to assist in maintaining student discipline and observance of rules by students and others on campus.

Analysis

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

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

Topanga Elementary Charter School hired appropriate staff and implemented actions to achieve our identified goals.

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

Topanga Elementary Charter is committed to following the Discipline Foundation Policy to ensure school safety. Data from the School Report card for 2018-2019 illustrates that parents, students and staff understand the expectations for the school and that they feel safe when all school grounds. We continue to value the implementation of two campus aides, as well as instructional aides to support student discipline and overall school climate and safety. The school's suspension rate remains at 0% with no instructional days lost to suspension.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a difference between Budgeted Expenditures and Estimated Actual Expenditures due to increased salary rate.
*Budgeted Resources may not reflect the exact breakdown provided in the 2017-2018 LCAP Template.
Changes in reporting and transition to an E-LCAP template will result in a different format.

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

All actions and services were implemented as planned. There are no changes to the LCAP this year.

Goal 5

Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
 Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach 2018-19 100% Compliant	100% Compliant
Percentage of teachers completing the Educator Development and Support: Teachers (EDST) 2018-19 20% of All On-Roster Teachers	20% of All On-Roster Teachers
Percentage of school-based staff attending 96% or above 2018-19 68% Compliant	68% Compliant
Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements 2018-19 100% Compliant	100% Compliant
School Facility Good Repair Status 2018-19 Rating of <i>Exemplary</i>	Rating of <i>Exemplary</i>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Plant Manager to ensure that the campus facilities are safe.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Plant Manager to ensure that the campus facilities are safe.</p>	<p>\$77,520 - LCFF - 2000-2999 Classified Salaries - Plant Manager \$65,792 - LCFF - 2000-2999 Classified Salaries - Building & Grounds Worker</p>	<p>\$77,520 - LCFF - 2000-2999 Classified Salaries - Plant Manager \$65,792 - LCFF - 2000-2999 Classified Salaries - Building & Grounds Worker</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Building & Grounds worker to assist plant manager in maintaining safe facilities.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Building & Grounds worker to assist plant manager in maintaining safe facilities.</p>		

Analysis

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

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

Topanga Elementary Charter hired appropriate staff and implemented actions to achieve our goals. The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including "services" as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school's LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

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

100% of Topanga Elementary staff are appropriately credentialed for the students they are assigned to teach. Approximately 20% of the teachers are evaluated by the principal each year using the Educator Development and Support: Teachers (EDST) system provided by LAUSD. The school continues to demonstrate low staff attendance rates. Careful analysis of data shows that this is mostly attributed to Classified Staff, rather than certificated. This will continue to be addressed by the Principal and Pupil Services & Attendance Counselor. The school maintains a rating of "Exemplary" in regards to the school facility repair status. This is achieved by the efforts of a diligent school safety committee as well as weekly campus walks by the Plant Manager and Principal. Identified safety hazards or areas of repair are addressed immediately or reported to Maintenance & Operations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no difference between Budgeted Expenditures and Estimated Actual Expenditures.
*Budgeted Resources may not reflect the exact breakdown provided in the 2017-2018 LCAP Template. Changes in reporting and transition to an E-LCAP template will result in a different format.

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

All actions and services were implemented as planned.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

In order to develop the school's LCAP, Topanga Elementary Charter School convened two informational meetings as part of our Site/Governance meeting agendas on February 19, 2019 and March 12, 2019. The principal presented introductory information about the LCFF and the LCAP at these meetings. Meeting notification and information was sent via the school's newsletter and email system. Staff was provided information during staff meetings also on those dates. Student achievement data, school goals, and budget priorities were discussed. An overview of the LCFF and the state priorities and the process of local development and District approval of the LCAP were reviewed as well. It was also explained that the school would be aligning the LCAP to the school's charter which identifies out school's goals, needs and corresponding plans to meet those needs through various expenditures.

Additional meetings of the leadership council members to discuss the LCAP budget were held on February 13, 2019 and March 25, 2019.

To aid discussion, the school also presented data relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement. All stakeholders participated in a survey, allowing them to provide input about what they feel our school priorities should be and how we can align our budget to these priorities.

Impact on LCAP and Annual Update

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

Based in part on stakeholder input provided during the process of updating the school's budget and LCAP, the school leadership team then proceeded to draft a proposed LCAP, aligned to the charter, on the required template and disseminated the written draft for review and comment by school staff and parents. Site Council/Governance members were given an overview of the proposal and provided an opportunity to give input. School leadership also presented and discussed the proposal at a weekly staff meeting held on March 21, 2019.

The LCAP, in response to ideas and concerns raised by staff, students, and parents, represent our needs and goals. We decided to continue funding personnel that we feel have had a positive impact on us meeting our goals, such as Instructional Aides, additional psychologist time and Instructional Materials to supplement the already provided curriculum.

As a final step, the school leadership presented the final proposal to the Site/Governance council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Site/Governance Council members approved the submission of the proposed LCAP on April 23, 2019

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Proficiency for All

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
(1-A) Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate	All Students	75%	All Students	75%	All Students	76%	All Students	77%
	Reclassified Fluent English Proficient Students (RFEP)	100%	Reclassified Fluent English Proficient Students (RFEP)	100%	Reclassified Fluent English Proficient Students (RFEP)	100%	Reclassified Fluent English Proficient Students (RFEP)	100%
	English Learners	0%	English Learners	0%	English Learners	No Data	English Learners	No Data
	Foster Youth	No Data	Foster Youth	No Data	Foster Youth	No Data	Foster Youth	No Data

	Low-Income Students	76%	Low-Income Students	76%	Low-Income Students	77%	Low-Income Students	78%
	Latino Students	50%	Latino Students	50%	Latino Students	51%	Latino Students	52%
	African-American Students	50%	African-American Students	50%	African-American Students	51%	African-American Students	52%
	Students with Disabilities	31%	Students with Disabilities	31%	Students with Disabilities	32%	Students with Disabilities	33%
(1-B) Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate	All Students	68%	All Students	68%	All Students	69%	All Students	70%
	Reclassified Fluent English Proficient Students (RFEP)	100%	Reclassified Fluent English Proficient Students (RFEP)	100%	Reclassified Fluent English Proficient Students (RFEP)	100%	Reclassified Fluent English Proficient Students (RFEP)	100%
	English Learners	0%	English Learners	0%	English Learners	No Data	English Learners	No Data
	Foster Youth	No Data	Foster Youth	No Data	Foster Youth	No Data	Foster Youth	No Data
	Low-Income Students	68%	Low-Income Students	68%	Low-Income Students	69%	Low-Income Students	70%
	Latino Students	50%	Latino Students	50%	Latino Students	51%	Latino Students	52%
	African-American Students	50%	African-American Students	50%	African-American Students	51%	African-American Students	52%
	Students with Disabilities	23%	Students with Disabilities	23%	Students with Disabilities	24%	Students with Disabilities	25%
(1-C) Percentage of 2nd grade fluent English students (EO, IFEP, RFEP)	All Students	83%	All Students	83%	All Students	83%	All Students	83%

demonstrating proficiency in early literacy	Reclassified Fluent English Proficient Students (RFEP) 2 students	Reclassified Fluent English Proficient Students (RFEP) 2 students	Reclassified Fluent English Proficient Students (RFEP) 2 students	Reclassified Fluent English Proficient Students (RFEP) 2 students
	English Learners No Data	English Learners No Data	English Learners No Data	English Learners No Data
	Foster Youth No Data	Foster Youth No Data	Foster Youth No Data	Foster Youth No Data
	Low-Income Students No Data	Low-Income Students No Data	Low-Income Students No Data	Low-Income Students No Data
	Latino Students No Data	Latino Students No Data	Latino Students No Data	Latino Students No Data
	African-American Students No Data	African-American Students No Data	African-American Students No Data	African-American Students No Data
	Students with Disabilities No Data	Students with Disabilities No Data	Students with Disabilities No Data	Students with Disabilities No Data
(1-D) Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy	ELD 1-2 English Learners N/A	ELD 1-2 English Learners N/A	ELD 1-2 English Learners N/A	ELD 1-2 English Learners N/A
(1-E) Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy	ELD 3-5 English Learners N/A	ELD 3-5 English Learners N/A	ELD 3-5 English Learners N/A	ELD 3-5 English Learners N/A
(1-F) English Learner Reclassification Rate	English Learners 40%	English Learners 40%	English Learners 40%	English Learners 40%
	English Learners – Less than 5 Years N/A	English Learners – Less than 5 Years N/A	English Learners – Less than 5 Years N/A	English Learners – Less than 5 Years N/A

	English Learners – More than 5 0 Years	English Learners – More than 5 0 Years	English Learners – More than 5 0 Years	English Learners – More than 5 0 Years
(1-G) Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)	English Learners 100%	English Learners 100%	English Learners 100%	English Learners 100%
(1-H) Rate of English Learners who have not reclassified in 5 years (LTEL)	Long Term English Learners 0%	Long Term English Learners 0%	Long Term English Learners 0%	Long Term English Learners 0%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

2017-18	2018-19	2019-20
Modified Action	Unchanged Action	Unchanged Action
Teacher Assistant and Instructional Aides to assist in classrooms and to provide additional support to students as a means to increase English Language Arts and Mathematics scores. Instructional Aides focus on intervention opportunities for any identified target student populations.	Teacher Assistant and Instructional Aides to assist in classrooms and to provide additional support to students as a means to increase English Language Arts and Mathematics scores. Instructional Aides focus on intervention opportunities for any identified target student populations. This effective action will be repeated.	Teacher Assistant and Instructional Aides to assist in classrooms and to provide additional support to students as a means to increase English Language Arts and Mathematics scores. Instructional Aides focus on intervention opportunities for any identified target student populations. This effective action will be repeated.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$29,611	\$35,988	\$35,988
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Instructional and Teacher Aides	2000-2999 Classified Salaries; Instructional and Teacher Aides	2000-2999 Classified Salaries; Instructional and Teacher Aides

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Purchase of rigorous and Common Core aligned Instructional Materials to supplement the District provided curriculum to meet the needs of all students, including but not limited to Step Up to Writing, Core Literature, EurekaMath and intervention materials for use with Targeted Student Populations.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase of rigorous and Common Core aligned Instructional Materials to supplement the District provided curriculum to meet the needs of all students, including but not limited to Step Up to Writing, Core Literature, EurekaMath and intervention materials for use with Targeted Student Populations. These materials have helped us meet the needs of our students, and we will continue to order them.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase of rigorous and Common Core aligned Instructional Materials to supplement the District provided curriculum to meet the needs of all students, including but not limited to Step Up to Writing, Core Literature, EurekaMath and intervention materials for use with Targeted Student Populations. These materials have helped us meet the needs of our students, and we will continue to order them.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$17,225	\$21,500	\$21,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Eureka Math, Step Up to Writing and Wilson Reading materials	4000-4999 Books and Supplies; Eureka Math, Step Up to Writing and Wilson Reading materials	4000-4999 Books and Supplies; Eureka Math, Step Up to Writing and Wilson Reading materials

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Additional funds to purchase Library Aide to support student literacy. Library aide will also assist with students checking out books and will ensure that the school library is well stocked with current fiction and non-fiction titles to assist students in research and inquiry projects.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Additional funds to purchase Library Aide to support student literacy. Library aide will also assist with students checking out books and will ensure that the school library is well stocked with current fiction and non-fiction titles to assist students in research and inquiry projects. This effective plan will be continued.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Additional funds to purchase Library Aide to support student literacy. Library aide will also assist with students checking out books and will ensure that the school library is well stocked with current fiction and non-fiction titles to assist students in research and inquiry projects. This effective plan will be continued.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$13,551	\$13,551	\$13,551
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Library Aide	2000-2999 Classified Salaries; Library Aide	2000-2999 Classified Salaries; Library Aide

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Itinerant Arts Teacher to provide enrichment opportunities that allow students to demonstrate critical and creative thinking through formalized art instruction.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Itinerant Arts Teacher to provide enrichment opportunities that allow students to demonstrate critical and creative thinking through formalized art instruction. These opportunities are still required, and this action will be repeated.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Itinerant Arts Teacher to provide enrichment opportunities that allow students to demonstrate critical and creative thinking through formalized art instruction. These opportunities are still required, and this action will be repeated.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$23,260 (repeat expenditure)	\$23,260 (repeat expenditure)	\$23,260 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Itinerant Arts	2000-2999 Classified Salaries; Itinerant Arts	2000-2999 Classified Salaries; Itinerant Arts

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Purchase of School Nurse to support the health and wellness of students to promote student success and academic achievement.

Purchase of School Nurse to support the health and wellness of students to promote student success and academic achievement. We continue to need this support service.

Purchase of School Nurse to support the health and wellness of students to promote student success and academic achievement. We continue to need this support service.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$23,261	\$23,155	\$23,155
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; School Nurse	2000-2999 Classified Salaries; School Nurse	2000-2999 Classified Salaries; School Nurse

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Purchase of teachers to support the academic achievement of all subgroups of students towards the mastery of Common Core State Standards.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase of teachers to support the academic achievement of all subgroups of students towards the mastery of Common Core State Standards. We continue to require teachers to deliver instruction.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase of teachers to support the academic achievement of all subgroups of students towards the mastery of Common Core State Standards. We continue to require teachers to deliver instruction.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$1,354,760	\$1,318,679	\$1,682,554
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Teacher Costs funded by S&C.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Teacher Costs funded by S&C.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Teacher Costs funded by S&C.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$163,899	\$171,851	\$179,582
Source	LCFF	LCFF	LCFF

Budget
Reference

1000-1999 Certificated Salaries;
Teacher Costs funded by S&C

1000-1999 Certificated Salaries

1000-1999 Certificated Salaries

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Special Education Program

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$765,204
Source			LCFF

Budget
Reference

		1000-1999 Certificated Salaries; Special Education Program and GF contribution to sped - cert and classified
--	--	--

Modified Goal

Goal 2

100% Attendance

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
The percent of students attending 173-180 days each school year (96% attendance rate)	All Students	57.1% May 2016 - May 2017	All Students	57.1% May 2016 - May 2017	All Students	60%	All Students	65%
	Low-Income Students	60% May 2016 - May 2017	Low-Income Students	60% May 2016 - May 2017	Low-Income Students	65%	Low-Income Students	65%
	English Learners	57.1% May 2016 - May 2017	English Learners	57.1% May 2016 - May 2017	English Learners	60%	English Learners	65%
	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A	Foster Youth	N/A
	African-American Students	37.5% May 2016	African-American Students	37.5% May 2016	African-American Students	40%	African-American Students	45%
					Students with Disabilities	55%	Students with Disabilities	60%

	- May 2017	- May 2017		
	Students with Disabilities	Students with Disabilities		
	50% May 2016 - May 2017	50% May 2016 - May 2017		
Percentage rate of Students Missing 16 days or more each school year	(2-B) Percentage rate of Students Missing 16 days or more each school year	(2-B) Percentage rate of Students Missing 16 days or more each school year	(2-B) Percentage rate of Students Missing 16 days or more each school year	(2-B) Percentage rate of Students Missing 16 days or more each school year
	All Students	All Students	All Students	All Students
	15.3% May 2016 - May 2017	15.3% May 2016 - May 2017	14%	13%
	Low-Income Students	Low-Income Students	Low-Income Students	Low-Income Students
	16% May 2016 - May 2017	16% May 2016 - May 2017	15%	14%
	English Learners	English Learners	English Learners	English Learners
	14.3% May 2016 - May 2017	14.3% May 2016 - May 2017	0%	0%
	Foster Youth	Foster Youth	Foster Youth	Foster Youth
	N/A	N/A	N/A	N/A
	African-American Students	African-American Students	African-American Students	African-American Students
	12.5% May 2016 - May 2017	12.5% May 2016 - May 2017	11%	10%
	Students with Disabilities	Students with Disabilities	Students with Disabilities	Students with Disabilities
	15.4% May 2016 - May 2017	15.4% May 2016 - May 2017	14%	13%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Librarian assisted in developing literacy.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Librarian assisted in developing literacy. This successful services will be repeated.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Librarian assisted in developing literacy. This successful services will be repeated.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$13,551	\$13,551	\$13,551
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Librarian	2000-2999 Classified Salaries; Librarian	2000-2999 Classified Salaries; Librarian
Amount	\$2,500	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; Attendance Incentives for pupils and staff	7000-7499 Other; Attendance Incentives for pupils and staff	7000-7499 Other; Attendance Incentives for pupils and staff

Modified Goal

Goal 3

Parent, Community and Student Engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Experience Survey	<p>(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)</p> <p>All Students Topanga Elementary Charter 85%</p>	<p>(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)</p> <p>All Students Topanga Elementary Charter 87%</p>	<p>(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)</p> <p>All Students Topanga Elementary Charter 89%</p>	<p>(3-A) Percentage of students who feel a part of their school (question on School Experience Survey)</p> <p>All Students Topanga Elementary Charter 91%</p>
	<p>(3-B) Percentage of parents completing the School Experience Survey annually</p> <p>All Parents Topanga Elementary Charter 57%</p>	<p>(3-B) Percentage of parents completing the School Experience Survey annually</p> <p>All Parents Topanga Elementary Charter 60%</p>	<p>(3-B) Percentage of parents completing the School Experience Survey annually</p> <p>All Parents Topanga Elementary Charter 65%</p>	<p>(3-B) Percentage of parents completing the School Experience Survey annually</p> <p>All Parents Topanga Elementary Charter 70%</p>

(3-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops

at each school annually

All Parents
Topanga Elementary Charter **100%**

(3-D) Percentage of parents that state that our parent center or community rep provides

resources (information, classes, etc.) useful to help me support my child's learning"

All Parents
Topanga Elementary Charter **N/A**

(3-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops

at each school annually

All Parents
Topanga Elementary Charter **100%**

(3-D) Percentage of parents that state that our parent center or community rep provides

resources (information, classes, etc.) useful to help me support my child's learning"

All Parents
Topanga Elementary Charter **N/A**

(3-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops

at each school annually

All Parents
Topanga Elementary Charter **100%**

(3-D) Percentage of parents that state that our parent center or community rep provides

resources (information, classes, etc.) useful to help me support my child's learning"

All Parents
Topanga Elementary Charter **N/A**

(3-C) Percentage of parents trained on academic initiatives by providing a minimum of four workshops

at each school annually

All Parents
Topanga Elementary Charter **100%**

(3-D) Percentage of parents that state that our parent center or community rep provides

resources (information, classes, etc.) useful to help me support my child's learning"

All Parents
Topanga Elementary Charter **N/A**

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
Four Parent Workshops on academic initiatives held annually to increase the home/school connection. IMA funds will be used for materials and copies utilized in keeping parents informed and engaged in their child's education.	Four Parent Workshops on academic initiatives held annually to increase the home/school connection. IMA funds will be used for materials and copies utilized in keeping parents informed and engaged in their child's education. Implementation was effective, and we will continue this action.	Four Parent Workshops on academic initiatives held annually to increase the home/school connection. IMA funds will be used for materials and copies utilized in keeping parents informed and engaged in their child's education. Implementation was effective, and we will continue this action.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$257	\$368	\$368
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; Parent Engagement	7000-7499 Other; Parent Engagement	7000-7499 Other; Parent Engagement

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

Modified Goal

Goal 4

Ensure School Safety

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate; 8. Other pupil outcomes
 Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
Single Student Suspension Rate	All Students	0%	All Students	0%	All Students	0%	All Students	0%
	Low-Income Students	0%	Low-Income Students	0%	Low-Income Students	0%	Low-Income Students	0%
	English Learners	0%	English Learners	0%	English Learners	0%	English Learners	0%
	Foster Youth	0%	Foster Youth	0%	Foster Youth	0%	Foster Youth	0%
	African-American Students	0%	African-American Students	0%	African-American Students	0%	African-American Students	0%
	Students with Disabilities	0%	Students with Disabilities	0%	Students with Disabilities	0%	Students with Disabilities	0%
Number of Instructional	All Students	0	All Students	0	All Students	0	All Students	0

Days Lost to Suspension	Low-Income Students	0	Low-Income Students	0	Low-Income Students	0	Low-Income Students	0
	English Learners	0	English Learners	0	English Learners	0	English Learners	0
	Foster Youth	0	Foster Youth	0	Foster Youth	0	Foster Youth	0
	African-American Students	0	African-American Students	0	African-American Students	0	African-American Students	0
	Students with Disabilities	0	Students with Disabilities	0	Students with Disabilities	0	Students with Disabilities	0
Expulsion Rate	All Students	0%	All Students	0%	All Students	0%	All Students	0%
Percentage of students who feel safe on school grounds	All Students	90%	All Students	91%	All Students	92%	All Students	93%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

2017-18	2018-19	2019-20
Modified Action	Unchanged Action	Unchanged Action
Purchase of additional time for School Psychologist to assist with the discipline and safety climate at the school. The School Psychologist will provide counseling and school-based support for students who struggle with emotional and/or social well-being.	Purchase of additional time for School Psychologist to assist with the discipline and safety climate at the school. The School Psychologist will provide counseling and school-based support for students who struggle with emotional and/or social well-being. This action has proved effective, and will be continued.	Purchase of additional time for School Psychologist to assist with the discipline and safety climate at the school. The School Psychologist will provide counseling and school-based support for students who struggle with emotional and/or social well-being. This action has proved effective, and will be continued.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$24,226	\$36,203	\$36,203
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; School Psychologist	1000-1999 Certificated Salaries; School Psychologist	1000-1999 Certificated Salaries; School Psychologist

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Purchase of two Campus Aides to patrol school facilities in order to prevent violation of rules or safe practice and to assist in maintaining student discipline and observance of rules by students and others on campus.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase of two Campus Aides to patrol school facilities in order to prevent violation of rules or safe practice and to assist in maintaining student discipline and observance of rules by students and others on campus. This action has been effective, and will be continued.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase of two Campus Aides to patrol school facilities in order to prevent violation of rules or safe practice and to assist in maintaining student discipline and observance of rules by students and others on campus. This action has been effective, and will be continued.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$16,836	\$16,828	\$18,200
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Campus Aides - Special Programs	2000-2999 Classified Salaries; Campus Aides - Special Programs	2000-2999 Classified Salaries; Campus Aides - Special Programs
Amount	\$5,614	\$5,614	\$6,072
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Proportionality - Campus Aides	2000-2999 Classified Salaries; Proportionality - Campus Aides	2000-2999 Classified Salaries; Proportionality - Campus Aides

Modified Goal

Goal 5

Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	100% Compliant	100% Compliant	100% Compliant	100% Compliant
Percentage of teachers completing the Educator Development and Support: Teachers (EDST)	20% of All On-Roster Teachers	20% of All On-Roster Teachers	20% of All On-Roster Teachers	20% of All On-Roster Teachers
Percentage of school-based staff attending 96% or above	58% Compliant	63% Compliant	68% Compliant	73% Compliant
Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements	100% Compliant	100% Compliant	100% Compliant	100% Compliant

School Facility Good
Repair Status

Rating of *Exemplary*

Rating of *Exemplary*

Rating of *Exemplary*

Rating of *Exemplary*

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Plant Manager to ensure that the campus facilities are safe.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Plant Manager to ensure that the campus facilities are safe. This will be continued.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Plant Manager to ensure that the campus facilities are safe. This will be continued.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$78,647	\$77,520	\$77,520
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Plant Manager	2000-2999 Classified Salaries; Plant Manager	2000-2999 Classified Salaries; Plant Manager
Amount	\$67,087	\$65,792	\$65,792
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Building & Grounds Worker	2000-2999 Classified Salaries; Building & Grounds Worker	2000-2999 Classified Salaries; Building & Grounds Worker

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Building & Grounds worker to assist plant manager in maintaining safe facilities.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Building & Grounds worker to assist plant manager in maintaining safe facilities. This will be continued.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Building & Grounds worker to assist plant manager in maintaining safe facilities. This will be continued.

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Action

2019-20

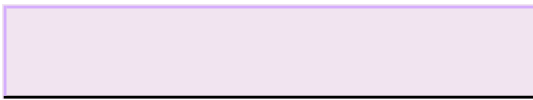
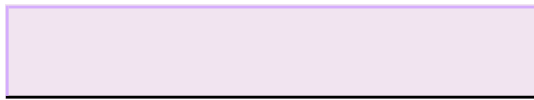
Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Centralized Support and Central Office Resources

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$956,461
Source			LCFF

Budget
Reference



5000-5999 Services and Other Operating
Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$383,689

Percentage to Increase or Improve Services:

19.78%

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

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

With 48 unduplicated student count, Topanga Elementary Charter will continue to monitor the academic and social-emotional needs of our targeted student populations of English Learners and low-income families. At the present time, we do not have any foster students. Topanga Elementary Charter will partner with parents to determine best strategies and interventions needed to best meet the needs of targeted students and to insure they are provided a high quality instructional program.

Our in-class intervention program as well as our extended learning program will provide additional support to students who are not meeting benchmark expectations throughout the year. We continue to develop our after school intervention program as well.

Professional development at Topanga Elementary Charter will continue to focus on strategies for meeting student academic and social-emotional needs. Parents will be afforded opportunities to gain strategies for home use related to common core curriculum. Teachers will also be afforded technology to ensure 21st century skills can be integrated into the delivery of instruction. The Computer Lab and Science Lab will bring unique experiences to students as they explore concepts using a hands-on discovery approach. A variety of software programs are afforded to all grade levels at Topanga Elementary Charter. Our mission is to provide a high quality instructional program that challenges and motivates students to become independent thinkers.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$54,844

Percentage to Increase or Improve Services:

2.54%

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

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

With 33 unduplicated student count, Topanga Elementary Charter will monitor the academic and social-emotional needs of our targeted student populations of English Learners and low-income families. At the present time, we do not have any foster students. Topanga Elementary Charter will partner with parents to determine best strategies and interventions needed to best meet the needs of targeted students and to insure they are provided a high quality instructional program.

Our in-class intervention program as well as our extended learning program will provide additional support to students who are not meeting benchmark expectations throughout the year. Professional development at Topanga Elementary Charter will focus on strategies for meeting student academic and social-emotional needs. Parents will be afforded opportunities to gain strategies for home use related to common core curriculum. Teachers will also be afforded technology to ensure 21st century skills can be integrated into the delivery of instruction. The Computer Lab and Science Lab will bring unique experiences to students as they explore concepts using a hands-on discovery approach. A variety of software programs are afforded to all grade levels at Topanga Elementary Charter. Our mission is to provide a high quality instructional program that challenges and motivates students to become independent thinkers.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds:

\$354,569

Percentage to Increase or Improve Services:

6.66%

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

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

With ?? unduplicated student count, Topanga Elementary Charter will monitor the academic and social-emotional needs of our targeted student populations of English Learners and low-income families. At the present time, we do not have any foster students. Topanga Elementary Charter will partner with parents to determine best strategies and interventions needed to best meet the needs of targeted students and to insure they are provided a high quality instructional program.

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Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$2,815,160	\$2,561,344	\$3,898,201
1000-1999 Certificated Salaries	2,537,288	2,278,297	2,663,543
2000-2999 Classified Salaries	253,504	254,229	253,829
4000-4999 Books and Supplies	21,500	26,000	21,500
5000-5999 Services and Other Operating Expenses	0	0	956,461
7000-7499 Other	2,868	2,818	2,868

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$2,815,160	\$2,561,344	\$3,898,201
LCFF Base/Not Contributing to Increased or Improved Services	2,543,177	2,460,342	3,641,222
LCFF S & C/Contributing to Increased or Improved Services	271,983	101,002	256,979

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$2,815,160	\$2,561,344	\$3,898,201
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	2,342,377	2,255,042	2,483,961
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	194,911	23,255	179,582

2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	179,300	179,300	179,300
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	74,204	74,929	74,529
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	21,500	26,000	21,500
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	0	0	956,461
7000-7499 Other	LCFF S & C/Contributing to Increased or Improved Services	2,868	2,818	2,868

Expenditures by Goal and Funding Source

Funding Source	2019
Proficiency for All	
All Funding Sources	\$2,721,534
LCFF Base/Not Contributing to Increased or Improved Services	2,505,246
LCFF S & C/Contributing to Increased or Improved Services	216,288
100% Attendance	
All Funding Sources	\$16,051
LCFF S & C/Contributing to Increased or Improved Services	16,051
Parent, Community and Student Engagement	
All Funding Sources	\$368
LCFF S & C/Contributing to Increased or Improved Services	368
Ensure School Safety	
All Funding Sources	\$60,475
LCFF Base/Not Contributing to Increased or Improved Services	36,203
LCFF S & C/Contributing to Increased or Improved Services	24,272

Provide for Basic Services

All Funding Sources	\$1,099,773
LCFF Base/Not Contributing to Increased or Improved Services	1,099,773

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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Proficiency for All

All Funding Sources	\$2,610,377	\$2,356,883
LCFF Base/Not Contributing to Increased or Improved Services	2,363,662	2,280,827
LCFF S & C/Contributing to Increased or Improved Services	246,715	76,056

100% Attendance

All Funding Sources	\$2,500	\$2,500
LCFF S & C/Contributing to Increased or Improved Services	2,500	2,500

Parent, Community and Student Engagement

All Funding Sources	\$368	\$318
LCFF S & C/Contributing to Increased or Improved Services	368	318

Ensure School Safety

All Funding Sources	\$58,603	\$58,331
LCFF Base/Not Contributing to Increased or Improved Services	36,203	36,203
LCFF S & C/Contributing to Increased or Improved Services	22,400	22,128

Provide for Basic Services

All Funding Sources	\$143,312	\$143,312
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