**Introduction:**

**LEA:** _Community Montessori  Charter School_ **Contact:** Terri Novacek, Executive Director, tnovacek@myelement.org, 760-743-7880  **LCAP Year:**__2015-16_

## *Local Control and Accountability Plan and Annual Update Template*

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

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

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

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

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

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For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

## State Priorities

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

**A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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**Section 1:  Stakeholder Engagement**

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

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

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|---|
| Stakeholders were involved in developing, reviewing, and supporting implementation of the plan through regular collaboration which takes place in weekly administrative meetings, monthly Leadership meetings, monthly staff meetings, monthly Governing Board meetings, and monthly parent meetings. The school's efforts began in Fall, 2013 with staff and governing board training. Involvement spread out from there to parents, students, and community members.<br><br>Data related to the eight state priorities was collected from the AERIES student information system, Academic Counselor records, Personalized Learning Plans, resource management data, facility inspection and maintenance records, CST scores, EL reclassification data, course enrollment data, staff collaboration and feedback, and parent/student interviews.<br><br>The school just completed its first year of operation, so data is limited.<br><br>Community Montessori Charter School has 8 English Learners (.02%), 34 Low Income (10%), and 1 Foster Youth (.01%). | After all data was collected, School administration identified common recurring themes which were:<br>After all data was collected, School administration identified common recurring themes which were:<br><ul><li>Increased understanding of Montessori principles and integration with Common Core State Standards (CCSS)</li><li>Increased access to and training in technology</li><li>Continued freedom of choice and focus on learning styles</li><li>Increased focus on written and oral communication</li><li>Training in customizing learning plans to meet student and family needs</li><li>Parent education on Common Core, Montessori philosophy, and personalized learning</li><li>Continued focus on connecting with community for real-world learning and other educational resources</li><li>Increase marketing efforts to raise awareness of program to potential partners, sponsors, and students who would benefit from a personalized learning environment.</li></ul> |

| | Increased training in positive discipline and managing mixed ages in a collaborative rather than competitive environment |
|---|---|
| **Annual Update:**<br>The school's leadership team put the Plan at the forefront of their monthly meeting agendas. The school underwent a third party review in March 2015, which provided a natural opportunity for assessing the effectiveness of the Plan, as all stakeholders were included in the self-study process. In addition, a Parent Advisory Committee was established and met in May to review and provide input on the updated plan.<br><br>Community Montessori Charter School now has 56 low income (5%), 13 English learners (3%), and no foster children (0%). | **Annual Update:**<br>The Plan's goals were incorporated into individuals' performance goals (teachers, parents, students). The increased awareness and involvement had a positive impact on the school's ability to make progress. As such, the school will continue on much the same path with the plan. |

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and

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input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

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

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

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

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

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

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives

for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

**Guiding Questions:**

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

engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

| GOAL: | 1. Parents will understand and be skilled at **implementing the Common Core State Standards (CCSS)** | Related State and/or Local Priorities:<br>1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6_x_ 7_x_<br>8_x_<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|
| Identified Need : | Parent awareness and skills associated with CCSS are critical since parents are responsible for daily monitoring of the learning plan. | |
| Goal Applies to: | Schools: | |
| | Applicable Pupil Subgroups: | All |
| **LCAP Year 1:** 2014-15 | | |
| Expected Annual Measurable | Parents will have a basic understanding of the CCSS and will begin to understand how to implement them through collaboration with the Educational Facilitator in development of the learning plan. | |

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| Outcomes: | | | | |
|---|---|---|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
| Conduct monthly regional and online workshops for parents.and teaching staff. | | _x_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Printing: $1500<br>Salary: $25,000<br>Technology: $5,500 |
| Update learning plans to reflect the CCSS. | | x__ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Salaries: $2,500 |
| Purchase Parent Handbooks on "Understanding the Common Core State Standards" to be used as easy reference between EF and Parent. | | _x_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | $5,0000 |

**LCAP Year 2**: 2015-16

| Expected Annual Measurable Outcomes: | EFs and parents will be proficient in implementing a learning plan which incorporates the CCSS. | | | |
|---|---|---|---|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
| Staff will receive training on assigning and selecting work samples which have been reviewed with a focus on procedural fluency and conceptual understanding and demonstrate the students' ability to engage in real world applications. | | _x_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | $10,000 |
| Instructional materials will be purchased which | | _x_ALL | | $15,000 |

| focus on procedural fluency and conceptual understanding and require students to engage in real world applications. | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

## LCAP Year 3: 2016-17

| Expected Annual Measurable Outcomes: | New families will receive training and resources for implementing the CCSS immediately.  A system will be developed which shortens the learning curve for new families entering the program to monitor the daily instruction in accordance with the CCSS. | | |
|---|---|---|---|
| **Actions/Services** | **Scope of Service** | **Pupils to be served within identified scope of service** | **Budgeted Expenditures** |
| A list of recommended curriculum will be provided which assists parents and EFs in selecting materials which fit students' learning styles as they engage in real-world application of the standards to improve  procedural fluency and conceptual understanding. Expense will include research and implementation as well as the materials themselves. | | x__ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $25,000 |

| GOAL: | 2.  All students enrolled will **meet minimum requirements** and make developmentally appropriate **academic progress** each learning period. | Related State and/or Local Priorities:<br>1_x_  2_x_  3_x_  4_x_  5_x_  6_x_  7_x_<br>8_x_<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|
| Identified Need : | <mark>Additional guidance for those not completing minimum assignment requirements.</mark> | |
| Goal Applies to: | Schools:  _____ | |
| | Applicable Pupil Subgroups:  All | |

## LCAP Year 1: 2014-15

| Expected Annual Measurable Outcomes: | Students who struggle to meet the minimum requirements will receive extra support.  Those who continue to perform below the acceptable level will be dismissed from the program so they can find a more appropriate program. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Provide weekly, or more, student check-ins with those who are at-risk of not carrying out assignments. | | _x_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | N/A |
| Modify learning plans as needed to adjust to student needs.  Action may range from the purchase of additional resources to dismissal from the program. | | _x_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $25,000 |

**LCAP Year 2**: 2015-16

| Expected Annual Measurable Outcomes: | Students who struggle to meet the minimum requirements will receive extra support.  Those who continue to perform below the acceptable level will be dismissed from the program so they can find a more appropriate program. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Provide weekly, or more, student check-ins with those who are at-risk of not carrying out assignments. | | _x_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | N/A |
| Modify learning plans as needed to adjust to student needs. Action may range from the purchase of additional resources to dismissal from the program. | | _x_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $25,000 |

**LCAP Year 3**: 2016-17

| Expected Annual | Students who struggle to meet the minimum requirements will receive extra support.  Those who continue to |
|---|---|

| Measurable Outcomes: | perform below the acceptable level will be dismissed from the program so they can find a more appropriate program. | | | |
|---|---|---|---|---|
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Provide weekly, or more, student check-ins with those who are at-risk of not carrying out assignments. | | | _x_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | N/A |
| Modify learning plans as needed to adjust to student needs. Action may range from the purchase of additional resources to dismissal from the program. | | | x__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $25,000 |

| GOAL: | 3. Students will have **multiple and diverse** opportunities to learn **through community resources.** | Related State and/or Local Priorities:<br>1_x_ 2_x_ 3_x_ 4_x_ 5__x 6_x_ 7__x<br>8_x_<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|
| Identified Need : | <mark>Students need support in connecting with real-world learning experiences</mark> | |
| Goal Applies to: | Schools: | |
| | Applicable Pupil Subgroups: | All |

| **LCAP Year 1:** 2014-15 | | | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | Increase number of businesses who partner with school to mentor students, fund activities, or provide real-world experiences; increase number of students who engage in community learning opportunities. | | | |
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Increase marketing efforts to raise awareness of program to potential partners, sponsors, and | | | _x_ALL<br>OR: | :<br>$25,000 |

students who would benefit from a personalized learning environment.

| | | __Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| Become members of more networking communities. | | __ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $1,000 |

## LCAP Year 2: 2015-16

| Expected Annual Measurable Outcomes: | Increase number of businesses who partner with school to mentor students, fund activities, or provide real-world experiences; increase number of students who engage in community learning opportunities. | | |
|---|---|---|---|
| **Actions/Services** | **Scope of Service** | **Pupils to be served within identified scope of service** | **Budgeted Expenditures** |
| Adjust marketing efforts based on prior year's results | | _x_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $25,000 |
| Adjust memberships based on prior year's results | | x__ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $2,000 |

## LCAP Year 3: 2016-17

| Expected Annual Measurable Outcomes: | Increase number of businesses who partner with school to mentor students, fund activities, or provide real-world experiences; increase number of students who engage in community learning opportunities. | | |
|---|---|---|---|
| **Actions/Services** | **Scope of Service** | **Pupils to be served within identified scope of service** | **Budgeted Expenditures** |

| | | | |
|---|---|---|---|
| Adjust marketing efforts based on prior year's results | | __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $25,000 |
| Adjust memberships based on prior year's results | | __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $2,000 |

| | | Related State and/or Local Priorities:<br>1_x_  2_x_  3_x_  4_x_  5__x 6_x_  7__x<br>8_x_<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|
| GOAL: | 4. Students will use technology in a variety of ways to acquire skills and knowledge and demonstrate learning. | |

| Identified Need : | Students need to incorporate technology into learning plans to build 21st century skills. |
|---|---|
| Goal Applies to: | Schools: _____<br>Applicable Pupil Subgroups:  All |

**LCAP Year 1: 2014-15**

| Expected Annual Measurable Outcomes: | Students, parents, and Facilitators will utilize an increased number of online resources and other technology tools for managing learning and acquiring skills and knowledge than in the previous year. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Number of mobile labs will be increased | | _x_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | :<br>$25,000 |

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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Bandwidth available at learning centers will be increased. | | _x_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $10,000 |
| Online resources will be reviewed and catalog of recommended resources will be revised. Licenses will be adjusted accordingly. | | _x_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $25,000 |

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**LCAP Year 2**: 2015-16

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| Expected Annual Measurable Outcomes: | Students, parents, and Facilitators will utilize an increased number of online resources and other technology tools for managing learning and acquiring skills and knowledge than in the previous year. | | |
|---|---|---|---|
| **Actions/Services** | **Scope of Service** | **Pupils to be served within identified scope of service** | **Budgeted Expenditures** |
| Number of mobile labs will be increased | | _x_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | :<br>$25,000 |
| Bandwidth available at learning centers will be increased. | | x__ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $10,000 |
| Online resources will be reviewed and catalog of recommended resources will be revised. Licenses will be adjusted accordingly. | | _x_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $25,000 |

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| LCAP Year 3: 2016-17 | | | | |
|---|---|---|---|---|
| Expected Annual Measurable Outcomes: | Students, parents, and Facilitators will utilize an increased number of online resources and other technology tools for managing learning and acquiring skills and knowledge than in the previous year. | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
| Online resources will be reviewed and catalog of recommended resources will be revised. Licenses will be adjusted accordingly. | | _x_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | | $25,000 |

## Annual Update

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

**Guiding Questions:**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

| Original GOAL from prior year LCAP: | 1. Parents will understand and be skilled at **implementing the Common Core State Standards (CCSS)** | | Related State and/or Local Priorities: |
|---|---|---|---|
| | | | 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6x__ 7__ 8_x_ |
| | | | COE only: 9__ 10__ |
| | | | Local : Specify _____ |

| Goal Applies to: | Schools: | |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | Parents will have a basic understanding of the CCSS and will begin to understand how to implement them through collaboration with the Educational Facilitator in development of the learning plan. | Actual Annual Measurable Outcomes: | Parents have a basic understanding of the CCSS and are implementing them on a basic level through collaboration with the Educational Facilitator. |
|---|---|---|---|

| **LCAP Year**: 2014-15 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Conduct monthly regional and online workshops for parents and teaching staff. | $34,000 | Conducted monthly workshops for teaching staff. | $43,838 |
| Update learning plans to reflect the CCSS. | $2,500 | Learning plans for ELA and math were updated. | $4,254 |
| Purchase Parent Handbooks on "Understanding the Common Core State Standards" to be used | $5,000 | Handbooks were purchased for staff to use with parents | $379 |

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| | | |
|---|---|---|
| as easy reference between EF and Parent. | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Workshops will be conducted for parents, learning plans will be revised to reflect Next Generation Science Standards, and more Parent Handbooks will be purchased to give to parents. |

| Original GOAL from prior year LCAP: | 2. All **students will meet minimum requirements** and make developmentally appropriate academic progress. | | Related State and/or Local Priorities: 1 _x_ 2 _x_ 3 _x_ 4 _x_ 5x__ 6x__ 7 _x_ 8 _x_ COE only: 9__ 10__ Local : Specify _____ |
|---|---|---|---|

| Goal Applies to: | Schools: | |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | Students who struggle to meet the minimum requirements will receive extra support. Those who continue to perform below the acceptable level will be dismissed from the program so they can find a more appropriate program. | Actual Annual Measurable Outcomes: | There was a much improved rate of absences which reflects that more students were being more closely monitored. |
|---|---|---|---|

| **LCAP Year** 2014-15 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide weekly, or more, student check-ins with those who are at-risk of not carrying out assignments. | N/A | EFs checked-in with students more often and provided additional encouragement and support to those in need. | 0 |
| Modify learning plans as needed to adjust to student needs which may include the purchase of additional resources. | $25,000 | Additional funds were provided for students who needed additional or different curriculum than what was originally planned at the initial meeting | $18,500 |
| What changes in actions, services, | More parent workshops will be offered to provide support to parents. In addition, a video library | | |

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| and expenditures will be made as a result of reviewing past progress and/or changes to goals? | will be created and posted on the website to offer demonstration of various lessons.   A part-time employee will be moved to full-time to conduct all assessments and monitor all EL development plans.  $10,000 will be budgeted for three CLAD employees to modify learning plans as needed for EL students. |
|---|---|

| Original GOAL from prior year LCAP: | 3.   Students will have **multiple and diverse** opportunities to learn **through community resources.** | | |
|---|---|---|---|

| Goal Applies to: | Schools: | | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All | |

| Expected Annual Measurable Outcomes: | Increase number of businesses who partner with school to mentor students, fund activities, or provide real-world experiences; increase number of students who engage in community learning opportunities. | Actual Annual Measurable Outcomes: | More businesses were utilized to mentor students, fund activities, and provide real-world experiences; more students were engaged in community learning experiences.  In addition, a consultant was brought in to work with staff and parents on ways to incorporate a variety of community resources ($5,000). |
|---|---|---|---|

| **LCAP Year**: 2014-15 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Increase marketing efforts to raise awareness of program to potential partners, sponsors, and students who would benefit from a personalized learning environment. | $25,000 | Marketing efforts were increased from prior year | $11,293 |
| Become members of more networking communities. | $1,000 | Memberships were increased from prior year. | $1,415 |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | After review of effectiveness during summer, the marketing plan will be revised to determine which partners will continue to be utilized and which ones should be added.  It is expected that there will be a larger increase next year due to the addition of three new learning centers. |
|---|---|

| Original GOAL from prior year LCAP: | 4.  Students will **use technology** in a variety of ways to acquire skills and knowledge and demonstrate learning. | Related State and/or Local Priorities:<br>1_x_  2_x_  3_x_  4_x_  5_x_  6_x_  7_x_ 8_x_<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| Expected Annual Measurable Outcomes: | Students will use an increased number of online resources for learning than the previous year. | Actual Annual Measurable Outcomes: | Students utilized an increased number of online resources for learning than the previous year. |
|---|---|---|---|

| **LCAP Year**: 2014-15 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Number of mobile labs will be increased | $25,000 | 35 mobile computer stations have been added | $13,218 |
| Bandwidth available at learning centers will be increased. | $10,000 | Bandwidth is adequate (or above) at all learning centers due to addition of hotspots and routers and | $568 |
| Online resources will be reviewed and catalog of recommended resources will be revised. | $25,000 | Action did not occur. | $3,352 |

| | |
|---|---|
| Licenses will be adjusted accordingly. | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | New learning centers will have same level of bandwidth and mobile lab resources as existing ones. More money will be designated for equipment rather than online resources. Currently researching online diagnostic and summative testing tools. |

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

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

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

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

| Total amount of Supplemental and Concentration grant funds calculated: | $ ___ $96,249 ___ |
|---|---|
| | |

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

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

| 25% | % |

Although goals are set for all students, unduplicated students require more resources and support in meeting those goals. For example, low income families tend to have to try a larger variety of resources before a good match is found for what the parent can do with the student and EL students need additional resources to assist them with their English language acquisition.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

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(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]