Introduction:

LEA: Redwood Coast Montessori

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

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

Involvement Process	Impact on LCAP

February 26, 2016 - Presentation of LCAP annual update to RCM classified and certificated staff during monthly meeting. School director original goals and progress towards goals during first year of LCAP.

February 26, 2016 - Presentation of LCAP annual update to English Language Learner Advisory Board. School director original goals and progress towards goals during first year of LCAP.

March 15, 2016 - LCAP survey made avalable to RCM community. Results of survey gathered on an ongoing basis through April.

April 19, 2016 - Presentation of LCAP annual update to RCM Board of Directors during monthly meeting. School director original goals and progress towards goals during first year of LCAP.

May 10, 2016: Public Hearing and First Reading of the LCAP/Annual Update

June 7, 2016: Second Reading and Action for approval of the LCAP/Annual Update and approval of LCFF.

Surveys were made available to the entire community. Overall there was a high level of satisfaction in many key areas: 91% of respondents either agreed or strongly agreed that RCM ensures students receive instruction that is guided by academic content and performance standards and that RCM seeks input and encourages parental participation.

One area that showed some concern is reflected by the 14% of the respondents that were unsure if RCM students feel safe and connected to school. Although there was strong support for the culture of RCM and the peace curriculum that is in place, there were some responses that reflected a safety concern about the hours of operation of the Community Center that is operated on-site by RCM. Some parents also expressed in interest in other forms of communication beyond the weekly newsletter. Some suggestions included posting notices regarding PTO and Board meetings and related findings.

Staff input was relatively low with only about 20% of the staff responding to the survey or providing direct feedback from a review of the prior year LCAP. Although increased staff feedback continues to be a goal moving forward, the low staff participation may reflect the highly autonomous nature of teaching in a Montessori environment where staff are given great flexibility to build their own curriculum and develop opportunities based on the needs of their students.

Annual Update:	Annual Update:
March 10, 2015 - Presentation of LCAP annual update to RCM Board of Directors during monthly meeting. School director original goals and progress towards goals during first year of LCAP.	Review of the annual update reflected the need to hire a highly qualified science/math teacher for the adolescent program and the need to support training programs such as BTSA for new teachers.
March 10, 2015 - Presentation of LCAP annual update to RCM classified and certificated staff during monthly meeting. School director original goals and progress towards goals during first year of LCAP.	The community supported the continued effort to promote Positive Discipline and digital citizenship throughout all grade levels and with all staff.
April 6, 2015 – Presentation of LCAP annual update to Parent Teacher Organization during monthly meeting. School director original goals and progress towards goals during first year of LCAP.	Continued use of early intervention reading assessments and reading support for struggling readers.
April 10, 2015 - Presentation of LCAP annual update to English Language Learner Advisory Board. School director original goals and progress towards goals during first year of LCAP.	There was strong support for the continued use of the weekly newsletter and development of a more robust website.
May 12, 2015: Public Hearing and First Reading of the LCAP/Annual Update	
June 9, 2015: Second Reading and Action for approval of the LCAP/Annual Update and approval of LCFF.	

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

Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067,

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

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

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

Goal: Describe the goal:

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

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

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

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected

measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

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

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

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

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

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

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

GOAL:	Conditions of Learning will include highly qualified teachers, implementation of Positive Discipline, and upgrade of school site.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: Recruit and retain highly qualified teaching staff.

Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8   Local:

Recruit and retain highly qualified teaching staff.

1. Beginning Teacher Student Assessment (BTSA)/Induction
2. Montessori Teacher training programs and conferences
3. Grade level collaboration

Implement Positive Discipline as a school-wide strategy

1. Train all staff in Positive Discipline strategies

Continue to improve the overall quality of the site.

1. Implementation of BIIG Grant
2. Implementation of energy retrofit (Prop. 39)

Identified Need:	1. Highly qualified teachers. 2. Implementatin of Positive Discipline. 3. Facilities in good repair including internet upgrade and engery retrofit for facility.

Goal Applies to:	**Schools:** All	
	Grades: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. 100% of teachers will be highly qualified. There will be no teacher misassignments. 2. 100% of staff will be trained in Positive Discipline strategies. 3. Internet access will be consistent and realiable throughout the campus. 4. Planning for energy retrofit will have been completed.

	Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

Recruit and retain highly qualified teaching staff and promote implementation of best practices. 1. Beginning Teacher Student Assessment (BTSA)/Induction 2. Montessori Teacher training programs and conferences 3. Grade level collaboration	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947
Train all staff in the use of Positive Discipline strategies.	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947
Expansion of wireless internet service throughout the campus.	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Services and other operating expenses $179,227
Planning phase of site energy retrofit will be completed.	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Services and other operating expenses $179,227
LCAP Year 2			

Expected Annual Measurable Outcomes:	1. 100% of teachers will be highly qualified. There will be no teacher misassignments. 2. 100% of staff will be trained in Positive Discipline strategies. 3. Implementation for energy retrofit will begin.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit and retain highly qualified teaching staff and promote implementation of best practices. 1. Beginning Teacher Student Assessment (BTSA)/Induction 2. Montessori Teacher training programs and conferences 3. Grade level collaboration	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947
Train all staff with Positive Discipline strategies	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947
Begin implementing energy retrofit measures identified during planning phase.	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Services and other operating expenses $179,227
LCAP Year 3			

Expected Annual Measurable Outcomes:	1. 100% of teachers will be highly qualified. There will be no teacher misassignments. 2. 100% of staff will be trained in Positive Discipline strategies. 3. First year of energy retrofit will be completed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit and retain highly qualified teaching staff and promote implementation of best practices. 1. Beginning Teacher Student Assessment (BTSA)/Induction 2. Montessori Teacher training programs and conferences 3. Grade level collaboration	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947
Train all staff with Positive Discipline strategies.	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947
Complete first phase of energy retrofit implementation.	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Services and other operating expenses $179,227

GOAL:	Maintain or improve communication and connections with parent, student, and community.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace. 1. Improve school website and use of social media 2. Continue weekly newsletter 3. Update Local Control Accountability Plan (LCAP) 4. Update Single School District Plan Identify opportunities and implement plans to increase parent and business participation to support the academic and personal success of every student. 1. Expand duties of PTO 2. Create PTO website and increase use of social media 3. Develop new community partners
Identified Need:	To increase participation of all stakeholders including parents, families, and local community.	
Goal Applies to:	**Schools:** All	
	Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Continue weekly e-Newsletter and other social media. 2. Improve/update website to include more content that can be accessed by parents, students, and community. 3. Expand duties of Parent-Teacher Orgnization (PTO).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

| Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace.

1. Improve school website and use of social media
2. Continue weekly newsletter
3. Update Local Control Accountability Plan (LCAP)
4. Update Single School District Plan | School-wide

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Administrative expenses $58,621 |
| Identify opportunities and implement plans to increase parent and community participation to support the academic and personal success of every student.

1. Expand duties of PTO
2. Create PTO website and increase use of social media
3. Develop new community partners | School-wide

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Administrative expenses $58,621 |

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Continue weekly e-Newsletter and other social media. 2. Improve/update website to include more content that can be accessed by parents, students, and community. 3. Expand duties of Parent-Teacher Orgnization (PTO).

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace. 1. Improve school website and use of social media 2. Continue weekly newsletter 3. Update Local Control Accountability Plan (LCAP) 4. Update Single School District Plan	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Administrative expenses $58,621

| Identify opportunities and implement plans to increase parent and community participation to support the academic and personal success of every student.

1. Expand duties of PTO
2. Create PTO website and increase use of social media
3. Develop new community partners | School-wide

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Administrative expenses $58,621 |

LCAP Year 3

Expected Annual Measurable Outcomes:	1. Continue weekly e-Newsletter and other social media. 2. Improve/update website to include more content that can be accessed by parents, students, and community. 3. Expand duties of Parent-Teacher Orgnization (PTO).

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace. 1. Improve school website and use of social media 2. Continue weekly newsletter 3. Update Local Control Accountability Plan (LCAP) 4. Update Single School District Plan	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Administrative expenses $58,621
Identify opportunities and implement plans to increase parent and community participation to support the academic and personal success of every student. 1. Expand duties of PTO 2. Create PTO website and increase use of social media 3. Develop new community partners	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Administrative expenses $58,621

GOAL:	Ensure student access to instructional materials that are aligned to CCSS.
	
	  1. CCSS Montessori materials
	  2. NGSS Science curriculum
	  3. Supplemental CCSS instructional materials
		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8
		Local:
		
		1. Increasde enrollment to include 8th grade. 2. Ensure student access to instructional materials that are aligned to CCSS. 3. Train students in use of Positive Discipline strategies as a method for resolving conflicts and empowering students.

Identified Need:	1. Increase enrollment and grade level curriculum through 8th grade to fulfill charter. 2. Increase student achievement on CST and Science Exam. 3. Provide training for students in Positive Discipline strategies.	

Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. Expand enrollment and curriculum to include 8th grade. 2. Increase by 5% the number of students performing at grade level in ELA and Math on the CAASPP. 3. Increase by 5% the number of students scoring at proficient level on science assessment. 4. Train 100% of all students with Positive Discipline strategies.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand CC aligned curriculum to accommodate 8th grade students.	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947

| Ensure student/teacher access to instructional materials that are aligned to CCSS.

1. Montessori materials
2. Science curriculum
3. Supplemental CCSS instructional materials

Adopt math assessment tool. | School-wide

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Certificated and classified salaries and statutory expenses $629,947 |
| Train 100% of all students with Positive Discipline strategies. | School-wide

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Certificated and classified salaries and statutory expenses $629,947 |

LCAP Year 2

Expected Annual Measurable Outcomes:	1. Increase by 5% the number of students performing at grade level in ELA and Math on the CAASPP. 2. Increase by 5% the number of students scoring at proficient level on science assessment. 3. Train 100% of all students with Positive Discipline strategies.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Ensure student/teacher access to instructional materials that are aligned to CCSS. 1. Montessori materials 2. Science curriculum 3. Supplemental CCSS instructional materials	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947

| Train 100% of all students with Positive Discipline strategies. | School-wide

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Certificated and classified salaries and statutory expenses $629,947 |

LCAP Year 3

Expected Annual Measurable Outcomes:	1. Increase by 5% the number of students performing at grade level in ELA and Math on the CAASPP. 2. Increase by 5% the number of students scoring at proficient level on science assessment. 3. Train 100% of all students with Positive Discipline strategies.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Ensure student/teacher access to instructional materials that are aligned to CCSS. 1. Montessori materials 2. Science curriculum 3. Supplemental CCSS instructional materials	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947
Train 100% of all students with Positive Discipline strategies.	School-wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated and classified salaries and statutory expenses $629,947

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:	All students will attain proficiency in the core content areas.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools: All		
	Grades: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	CAASPP/SBAC: ELA – Baseline, Math – Baseline. CST Science: Grade 5: Baseline. Smarter-Balanced Assessment Consortium (SBAC) Interim Assessments: Baseline.	Actual Annual Measurable Outcomes:	Baseline scores were gathered for the following: Grades 3-6: CAASPP/SBAC: ELA & Math Grade 5: CST Science

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue and expand implementation of best practices and providing professional development of teachers and staff. 1. Research-based Montessori instructional strategies 2. Next Generation Science Standards (NGSS) 3. Grade level collaboration 4. Continue implementation of Montessori Records Express 5. Adopt ELA and math assessment tools	Teacher and Aide contracted salaries $379,800	Continued use of research-based Montessori instructional strategies Bi-weekly grade level collaboration It was determined that Montessori Records Express does not serve the needs of RCM students and staff. A customized database was adopted in its place. the DRA assessment program was adopted.	Teacher and Aide contracted salaries $379,800
Scope of service:	School-wide Grades: All	**Scope of service:**	School-wide Grades: All	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Recruit and retain highly qualified teaching staff. 1. Beginning Teacher Student Assessment (BTSA)/Induction 2. Peer Assistance Review (PAR) 3. Montessori Teacher training programs	Services and other operating expenses $103,657	The new resource teacher was started with the BTSA program. A form of peer assistance is used for all new teachers. One of our lower elementary teachers completed her Montessori Teacher training program.	Teacher and Aide contracted salaries $379,800

Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Ensure student/teacher access to instructional materials that are aligned to CCSS. 1. Montessori materials 2. Science curriculum 3. Supplemental CCSS instructional materials	Services and other operating expenses $103,657	Continued use of Montessori materials at all grade levels and with all students. New science curriculum was developed for the adolescent program and the upper elementary program. Continued use of supplemental common core aligned materials.	Teacher and Aide contracted salaries $379,800
Scope of service: School-wide Grades: All		**Scope of service:** School-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
What changes in actions, servivces, and expenditures	Hired new science/math teacher for adolescent program. Hired new science/math teacher for upper elementary program. Hired new resource teacher. Adopted DRA reading program. Adopted new Leveled Literacy reading program.		

Original Goal from prior year LCAP:	Maintain or improve communication and connections with parent, student, and community	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools: All Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Continue weekly e-Newsletter; Improve/update website; Expand duties of Parent Council; Provide training to RCM Board; Expand regular classroom parent updates; increase use of press releases and use of local media; increase donations.	**Actual Annual Measurable Outcomes:**	Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace. 1. Improve school website and use of social media 2. Continue weekly newsletter 3. Local Control Accountability Plan (LCAP) 4. Single School District Plan Identify opportunities and implement plans to increase parent and business participation to support the academic and personal success of every student. 1. Expand duties of PTO 2. Develop school and site advisory groups 3. Create PTO website and increase use of social media 4. Develop new community partners

LCAP Year: 2015-16

Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Promote ongoing and open communication among all stakeholders with an emphasis on respect, inclusion, and peace. 1. Improve school website and use of social media 2. Continue weekly newsletter 3. Local Control Accountability Plan (LCAP) 4. Single School District Plan	Administrative salary $38,270	School website is under continuous improvement and updates. Continued use of weekly newsletter LCAP was updated for 2016-17. The Single School District Plan was completed. The plan is under continuous review and updating.	Administrative salary $38,270

Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Identify opportunities and implement plans to increase parent and business participation to support the academic and personal success of every student. 1. Expand duties of PTO 2. Develop school and site advisory groups 3. Create PTO website and increase use of social media 4. Develop new community partners		Administrative salary $38,270	PTO duties have continued to increase and to improve connections with familite and the local community. New community partners have been established. A PTO website is still in the planning stages.		Administrative salary $38,270
Scope of service:	School-wide Grades: All		Scope of service:	School-wide Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	Although progress was made with all the actions and services, there is need for continued use of these actions and services.

Original Goal from prior year LCAP:	Ensure Access to, and Mastery of 21st Century Learning Tools, Resources and Skills for all staff and students.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:
Goal Applies to:	Schools: All Grades: All		
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Expand enrollment and curriculum to include K-7th grade. Train 90% of all staff and students in grades 3-7 on digital citizenship and critical thinking skills to identify accurate and relevant resources. Train 90% of all staff and students with Positive Discipline as a method for resolving conflicts and empowering students and staff.	Actual Annual Measurable Outcomes:	Increase capacity of school to include 7th grade without compromising high quality instruction. 1. Increase enrollment capacity to accommodate expansion to include 7th grade 2. Hire highly qualified middle school instructional staff for core areas of math, science, ELA, and social studies 3. Provide foreign language and music instruction for 7th grade students Train 90% of all staff and students in grades 3-7 on digital citizenship and critical thinking skills to identify accurate and relevant resources. 1. Parent/student training 2. Technology training for staff 3. Improve High speed Internet access Train 90% of all staff and students with Positive Discipline as a method for resolving conflicts and empowering students and staff. 1. Provide parent orientation and training 2. Positive Discipline training for staff 3. Peer Assistance Review (PAR) 4. Development of parent/staff library

LCAP Year: 2015-16				
Planned Actions/Services		**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated Actual Annual Expenditures**
Increase capacity of school to include 7th grade without compromising high quality instruction. 1. Increase enrollment capacity to accommodate expansion to include 7th grade 2. Hire highly qualified middle school instructional staff for core areas of math, science, ELA, and social studies 3. Provide foreign language and music instruction for 7th grade students		Teacher and Aide contracted salaries $379,800	Positive Discipline training has been scheduled for all staff for the fall of the 2016-17 school year.	Teacher and Aide contracted salaries $379,800
Scope of service:	School-wide Grades: All		**Scope of service:** School-wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Train 90% of all staff and students in grades 3-7 on digital citizenship and critical thinking skills to identify accurate and relevant resources. 1. Parent/student training 2. Technology training for staff 3. Improve High speed Internet access		Teacher and Aide contracted salaries $379,800	Seventh grade was added including development of seventh grade curriculum and hiring a new highly qualified math/science teacher.	Teacher and Aide contracted salaries $379,800

Scope of service:	School-wide		Scope of service:	School-wide	
	Grades: All			Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Train 90% of all staff and students with Positive Discipline as a method for resolving conflicts and empowering students and staff. 1. Provide parent orientation and training 2. Positive Discipline training for staff 3. Peer Assistance Review (PAR) 4. Development of parent/staff library	Teacher and Aide contracted salaries $379,800		Digital citizenship was promoted in grades 3-7.	Teacher and Aide contracted salaries $379,800	
Scope of service:	School-wide		Scope of service:	School-wide	
	Grades: All			Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	Seventh grade was added including hiring a new highly qualified math/science teacher. Digital citizenship was promoted in grades 3-7. Positive Discipline training has been scheduled for all staff for the fall of the 2016-17 school year.

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:	64449

Approximately $64,449 was allocated from LCFF supplemental funds charter-wide during the 2016-17 school year to address the needs of the targeted groups based on the unduplicated counts of low income, English learners and foster youth students. From these supplemental funds, $32,500 was set aside to maintain or improve high academic standards through curriculum development and standards alignment. $3,000 was allocated to maintain or improve parent, student and community involvement through the use of web-based and printed materials and staff training. An additional $28,949 was set aside to maintain or expand grade-level and course offerings, instruction, and staff training.

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.

8.07	**%**

Adoption of ELA and math assessment tools will allow the school to better analyze our low-income pupils and how they are meeting academic goals. The continued use ofstudent performance evaluations tools and training of teachers in the use of these tools will help analyze how low-income pupils are progressing.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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