

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Urban Montessori Charter School		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Urban Montessori Charter School's mission is to develop self-directed and engaged learners who are academically, socially and emotionally prepared to succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today's world with confidence, compassion and grace, Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.

Urban Montessori is a public charter school serving TK through 8th grade children located in Oakland Unified School District to maximize the diversity and beauty of our vibrant urban community. We serve a socio-economically, racially and culturally diverse community of children because we believe that children learn about different backgrounds and perspectives by living and working with people from those backgrounds and perspectives. In addition, our long-term goal is to open a Montessori preschool program that allows us to provide a free and public Montessori preschool option to families who currently cannot access a private school option. In this way, we will provide a complete Montessori experience to our children.

Children who attend Urban Montessori are well educated and able to use their knowledge flexibly in novel contexts. They have effective teachers, trained in Montessori methods, national and state standards, current research and best practices. Urban Montessori children enjoy learning to think creatively and critically through all subject areas, including math, language arts, science, history/social studies, world language, physical education, music, arts and design. Children have extended blocks of uninterrupted learning time that allow for concentration and practice. Moreover, they collaborate with other children regularly on Design Challenges that make problem solving and creative thinking an integral part of the Urban Montessori experience. Other characteristics of Urban Montessori include:

- Multi-age classrooms that enhance peer tutoring and modeling opportunities, provide the developmental time to master learning goals, and build strong learning communities
- Individualized lessons that support differentiated instruction and opportunities for practice in a carefully prepared classroom environment
- Use of proven learning materials and manipulatives that drive curiosity, teach respect, and provide opportunities for children to engage in authentic tasks
- Low adult-to-child ratio to maximize opportunities for differentiation and self-directed learning

- Visual arts integrated across the curriculum and into Design Challenges
- Instruction about the disciplines of music and visual arts, including techniques and history
- Authentic and varied assessments, including state-mandated tests
- Curriculum and assessments designed to foster and evaluate deep understanding of content and ideas
- Technology integration that sets children up for success in the 21st century
- World language learning opportunities
- Teacher collaboration that facilitates improved learning for children

LCAP HIGHLIGHTS

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

REVIEW OF PERFORMANCE

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

Urban Montessori has a proven track record of success in serving the students of Oakland. This success can be seen through a variety of measures.

CAASPP

In looking at proficiency in English Language Arts and Math, Urban Montessori compares favorably to the schools which students would otherwise attend as seen in the district average and in rankings for overall proficiency - and even more importantly growth.

In English Language Arts (ELA), Urban Montessori ranked:

- 25th out of 120 schools in terms of overall performance
- 8th out of 120 school in terms of two-year growth

In Math, Urban Montessori ranked:

- 30th out of 120 schools in terms of overall performance
- 9th out of 120 school in terms of two-year growth

NWEA MAP

Urban Montessori is in its third year of using NWEA as an internal assessment for Math, Reading, and Language Usage. Using the same assessment over time has allowed us to have an ongoing picture of student progress over time, especially for students who have been with us since 2014.

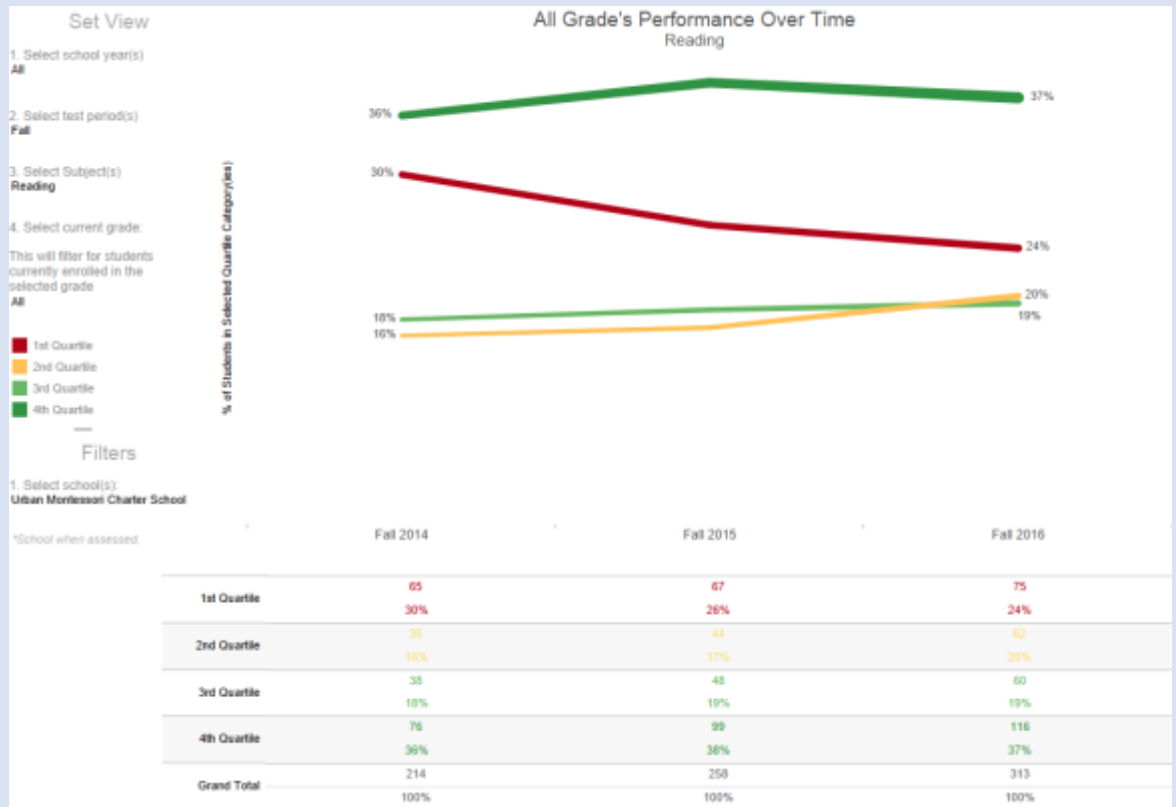
In all three subject areas - Reading (grade 1 and up), Math (grade 1 and up) and Language Usage (grade 3 and up only) - we have consistently made progress by reducing the overall percentage of students that are performing in the lowest performing quartile (red line). This has been realized while also concurrently increasing overall enrollment by approximately 60 students per year who come from a variety of academic settings.

Reading

- Fall 2014 lowest performing quartile (red line) was 30%
- Fall 2015 lowest performing quartile was 26%

GREATEST PROGRESS

- Fall 2016 lowest performing quartile was 24%



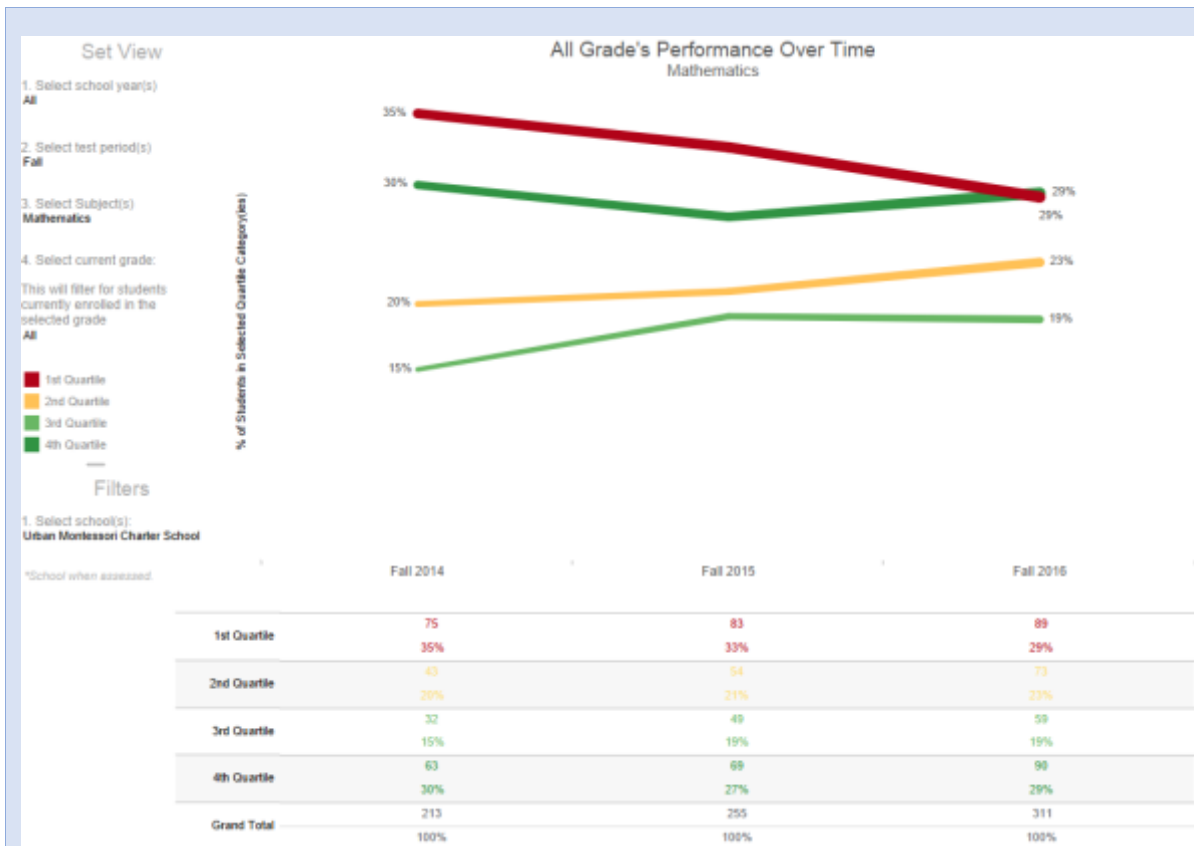
Language Usage (grade 3 and up only)

- Fall 2014 lowest performing quartile (red line) was 41%
- Fall 2015 lowest performing quartile was 29%
- Fall 2016 lowest performing quartile was 25%



Mathematics

- Fall 2014 lowest performing quartile (red line) was 35%
- Fall 2015 lowest performing quartile was 33%
- Fall 2016 lowest performing quartile was 29%



Attendance Rate

The strong attendance rate at Urban Montessori provides the foundation for the gains detailed above - students can't learn if they aren't in school. In addition, the high attendance rate is a critical indicator of school culture and climate. Students want to be at Urban Montessori, and as a result are there on a regular basis and at a rate significantly higher than the district and state averages.

Attendance Rate				
	2012-13	2013-14	2014-15	2015-16
Urban Montessori Attendance Rate	94.16%	94.18%	94.48%	93.49%
OUSD Attendance Rate	74.24%	74.12%	73.33%	TBD
CA Attendance Rate	88.34%	88.21%	87.71%	TBD

Stakeholder Surveys

A critical indicator in measuring Urban Montessori's success to date is in how well it serves its different stakeholders. Urban Montessori conducts an annual survey with both families and staff to assess strengths and identify areas of growth. Key indicators of the strength of the Urban Montessori program are as follows:

- 90% of families feel welcome and appreciated
- 94% of families feel Urban Montessori teachers create a healthy school environment where all children can learn

- 100% of lead teachers returned for the 2016-17 school year, with the majority reporting they can see themselves staying indefinitely

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

**GREATEST
NEEDS**

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

**PERFORMANCE
GAPS**

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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

Goal 1

Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress (English Language Arts)

Students are expected to read grade appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understanding clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English language. Students will be expected to demonstrate and apply their understanding on a variety of assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups).

Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced).

ACTUAL

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
Provide teachers with professional development that supports alignment of Montessori and California standards (ELA).

Director of Instruction positions that support curriculum, instruction, and assessment.
Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments.

Levels Lead positions (UE, LE, Primary) that support instruction and vertical integration aligned to UMCS scope and sequence.
NWEA annual license fee and training.

ACTUAL

Expenditures

BUDGETED
\$4,000 for professional development aligned to California English Language Arts standards.

\$50,000 for the creation of the DOI position.

\$30,000 for reading intervention specialist position.

\$3,000 annual for NWEA fee and training.

ESTIMATED ACTUAL

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

[Empty response box]

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

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

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

[Empty response box]

Goal 2

Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress (Mathematics)

Students will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning. Students will be expected to demonstrate and apply their understanding on a variety of assessments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups).

Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced).

ACTUAL

ACTIONS / SERVICES

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

Action

2

Actions/Services

PLANNED

Provide teachers with professional development that supports alignment of Montessori and California standards (Math).

Director of Instruction positions that support

ACTUAL

curriculum, instruction, and assessment.
NWEA annual license fee and training.

BUDGETED
\$4,000 for professional development aligned to California math standards.

\$50,000 for the creation of the DOI position.

\$3,000 annual for NWEA fee and training.

ESTIMATED ACTUAL

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 3

Special education student achievement.

To ensure that special education students are supported and meeting their IEP annual goals.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

75% of special education students will meet 75% of their IEP goals.

To ensure that special education students are supported and meeting their IEP annual goals.

ACTIONS / SERVICES

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

Action

3

Actions/Services

PLANNED

Provide all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students.

Provide training and develop systems that consistently monitor student progress aligned with IEP goals.

ACTUAL

Expenditures

BUDGETED
\$3,000 for ongoing professional development that supports instruction for special education students.

\$5,000 for special education and RTI curriculum resources.

ESTIMATED ACTUAL

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 4

English language learners (CELDT and reclassification goals) - Progress until reclassification as English language fluent.

Developing English language fluency.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

60% of designated EL students will achieve one band of growth or achieve level 4 / 5 on CELDT.

ACTUAL

65% of designated EL students achieved one band of growth or achieve level 4 / 5 on CELDT.

ACTIONS / SERVICES

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

Action

4

Actions/Services

PLANNED

Purchase of research based EL intervention curriculum.

English Language Learner specialist position.

Purchase of EL assessment that provides frequent reporting for teachers, students, and families.

ACTUAL

Expenditures

BUDGETED	ESTIMATED ACTUAL
\$2,000 for purchase of EL intervention curriculum.	
\$30,000 for English Learner reading intervention specialist position.	
\$1000 for fee and training for EL assessment program.	

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 5

School Culture (attendance and enrollment)

Increase attendance to improve academic outcomes.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase average daily attendance (ADA) by 1%.

ACTUAL

Increased average daily attendance (ADA) by 1%.

ACTIONS / SERVICES

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

Action

5

Actions/Services

PLANNED

Student Information System that provides updated and clear attendance reporting and trends.

Staff release time to conduct home visits for chronically absent students.

Communication system that supports auto calls and tracking for absences.

ACTUAL

Expenditures

BUDGETED
\$10,000 for Student Information System purchase and training.
\$500 for release time to conduct home visits.
\$2,500 for communication system implementation and training.

ESTIMATED ACTUAL

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 6

School Culture (discipline, suspension, KPIs)

Increase time students spend receiving instruction by reducing suspensions.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Reduce the number of school suspension (days) by 10%.

ACTUAL

Reduced the number of school suspension (days) by 10%.

ACTIONS / SERVICES

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

Action

6

Actions/Services

PLANNED

Staff release time to conduct home visits for chronically absent students.

Positive Behavioral Interventions and Supports (PBIS) training for all new and returning staff.

Positive Behavioral Interventions and Supports (PBIS) training for families and caregivers.

Development of UMCS school-wide behavior expectations matrix aligned with PBIS and

ACTUAL

	CDE Ed Code.	
Expenditures	BUDGETED \$500 for release time to conduct home visits.	ESTIMATED ACTUAL
	\$2,500 for PBIS training.	
	\$1,000 for PBIS training for families and caregivers.	

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 7

Developing and improving school culture.

Implement school wide social emotional curriculum and student climate survey establishing baseline for safety and connectedness.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of teachers are trained and implement social emotional curriculum.

100% of students will participate in grade level appropriate social emotional instruction and activities.

ACTUAL

100% of teachers are trained and implement social emotional curriculum.

100% of students will participate in grade level appropriate social emotional instruction and activities.

ACTIONS / SERVICES

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

Action

7

Actions/Services

PLANNED

Staff training for social emotional curriculum.

Parent/guardian training for social emotional curriculum.

ACTUAL

Expenditures

BUDGETED
\$2,000 for annual updates and training for social emotional curriculum.

ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 8

Developing UMCS Design Thinking program to develop students' creative competency.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Student participation in two Design Thinking initiatives.

100% of students participated in two Design Thinking initiatives.

Establish a portfolio baseline with an annual schoolwide increase of 5% of students scoring 4 out of 5 in following years.

ACTIONS / SERVICES

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

Action **8**

Actions/Services

PLANNED

Design Thinking leads participate in ongoing Design Thinking training (summer and during school year) at Stanford d school.

Design Thinking Leadership Team supports two school-wide design challenges.

Design Thinking Leadership Team supports parent/guardian DT workshop.

Design Thinking Leadership Team develops portfolio DT assessment rubric.

ACTUAL

Expenditures

BUDGETED
\$3,000 for stipends to attend summer d-school professional development.

\$3,000 for release time to attend d-school professional development.

ESTIMATED ACTUAL

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

[Empty response box]

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

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

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

[Empty response box]

Goal 9

Provide family/caregiver workshops through the year that supports students learning and engagement.
Empower families/caregivers to support student learning at home.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Develop scope and sequence for family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.

Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.

ACTUAL

Developed scope and sequence for family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.

Provided six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.

ACTIONS / SERVICES

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

Action

9

Actions/Services

PLANNED

Create parent education committee (families, staff, admin) that identifies needs and organizes scope & sequence for family/caregiver workshops.

Provide six family/caregiver workshops that

ACTUAL

are aligned with Montessori education, literacy development, and social emotional-learning.

Organize and provide translation services (Spanish) for all family/caregiver workshops.

BUDGETED

\$2,000 for workshop materials and guest speaker stipends.

\$1,500 for written and spoken Spanish translation services.

ESTIMATED ACTUAL

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Below are a list of upcoming engagements that are available for families to attend, ask questions, and provide input before plans are finalized. Engagements on these topics began in March through regularly scheduled Family Advisory Council, Committee, and Board of Director meetings.

4/24/17
8:30-9:30am
English Learner Advisory Committee (ELAC)

5/5/17
8:15-9:30am
Friday Community Forum

5/10/17
6:00-7:30pm
Family Advisory Council (FAC)

5/10/17
5:30-6:30pm
UMCS Board Academic Oversight Committee

5/12/17
4:00-5:00pm
UMCS Board Finance Committee

5/18/17
6:15-9:00pm
UMCS Board of Directors Meeting

5/19/17
8:15-9:30am
Friday Community Forum

6/2/17
8:15-9:30am
Friday Community Forum

6/7/17
5:30-6:30pm

UMCS Board Academic Oversight Committee

6/9/17

4:00-5:00pm

UMCS Board Finance Committee

6/15/17

6:15-9:00pm

UMCS Board of Directors Meeting (EXPECTED VOTES ON BOTH BUDGET AND LCAP)

IMPACT ON LCAP AND ANNUAL UPDATE

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

Goal 1

Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress (English Language Arts).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Students are expected to read grade appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understanding clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English language. Students will be expected to demonstrate and apply their understanding on a variety of assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA English Language Arts		Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups)	Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups)	Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups)
SBA (Smarter Balanced) English Language Arts		Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced)	Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced)	Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced)



PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide teachers with professional development that supports alignment of Montessori and California standards (ELA). Director of Instruction position that support curriculum, instruction, and assessment. Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments. Levels Lead positions (UE, LE, Primary)	Provide teachers with professional development that supports alignment of Montessori and California standards (ELA). Director of Instruction position that support curriculum, instruction, and assessment. Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments. Levels Lead positions (UE, LE, Primary)	Provide teachers with professional development that supports alignment of Montessori and California standards (ELA). Director of Instruction position that support curriculum, instruction, and assessment. Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments. Levels Lead positions (UE, LE, Primary)

that support instruction and vertical integration aligned to UMCS scope and sequence.

NWEA annual license fee and training.

that support instruction and vertical integration aligned to UMCS scope and sequence.

NWEA annual license fee and training.

that support instruction and vertical integration aligned to UMCS scope and sequence.

NWEA annual license fee and training.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<p>\$4,000 for professional development aligned to California English Language Arts standards.</p> <p>\$50,000 for the DOI position.</p> <p>\$30,000 for reading intervention specialist position.</p> <p>\$3,000 annual for NWEA fee and training.</p>	<p>\$4,000 for professional development aligned to California English Language Arts standards.</p> <p>\$50,000 for the DOI position.</p> <p>\$30,000 for reading intervention specialist position.</p> <p>\$3,000 annual for NWEA fee and training.</p>	<p>\$4,000 for professional development aligned to California English Language Arts standards.</p> <p>\$50,000 for the DOI position.</p> <p>\$30,000 for reading intervention specialist position.</p> <p>\$3,000 annual for NWEA fee and training.</p>
Source			
Budget Reference			

New

Modified

Unchanged

Goal 2

Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress (Mathematics).

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

Identified Need

Students will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning. Students will be expected to demonstrate and apply their understanding on a variety of assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA Mathematics		Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups)	Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups)	Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups)
SBA (Smarter Balanced) Mathematics		Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced)	Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced)	Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced)

PLANNED ACTIONS / SERVICES

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>Provide teachers with professional development that supports alignment of Montessori and California standards (Math).</p> <p>Director of Instruction position that support curriculum, instruction, and assessment.</p> <p>Math intervention specialist position that supports small group instruction using math intervention curriculum and assessments.</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <p>Provide teachers with professional development that supports alignment of Montessori and California standards (Math).</p> <p>Director of Instruction position that support curriculum, instruction, and assessment.</p> <p>Math intervention specialist position that supports small group instruction using math intervention curriculum and assessments.</p> <p>NWEA annual license fee and training.</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <p>Provide teachers with professional development that supports alignment of Montessori and California standards (Math).</p> <p>Director of Instruction position that support curriculum, instruction, and assessment.</p> <p>Math intervention specialist position that supports small group instruction using math intervention curriculum and assessments.</p>

NWEA annual license fee and training.

NWEA annual license fee and training.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<p>\$4,000 for professional development aligned to California math standards.</p> <p>\$50,000 for the DOI position.</p> <p>\$15,000 for math intervention specialist position.</p> <p>\$3,000 annual for NWEA fee and training.</p>	<p>\$4,000 for professional development aligned to California math standards.</p> <p>\$50,000 for the DOI position.</p> <p>\$15,000 for math intervention specialist position.</p> <p>\$3,000 annual for NWEA fee and training.</p>	<p>\$4,000 for professional development aligned to California math standards.</p> <p>\$50,000 for the DOI position.</p> <p>\$15,000 for math intervention specialist position.</p> <p>\$3,000 annual for NWEA fee and training.</p>
Source			
Budget Reference			

New
 Modified
 Unchanged

Goal 3

Special education student achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

To ensure that special education students are supported and meeting their IEP annual goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
IEP goals		75% of special education students will meet 75% of their IEP goals.	75% of special education students will meet 75% of their IEP goals.	75% of special education students will meet 75% of their IEP goals.

[PLANNED ACTIONS / SERVICES](#)

Action **3**

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

Students to be Served	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students. Provide training and develop systems that consistently monitor student progress aligned with IEP goals.	Provide all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students. Provide training and develop systems that consistently monitor student progress aligned with IEP goals.	Provide all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students. Provide training and develop systems that consistently monitor student progress aligned with IEP goals.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$3,000 for ongoing professional development that supports instruction for special education students. \$2,000 for special education and RTI curriculum resources.	Amount	\$3,000 for ongoing professional development that supports instruction for special education students. \$2,000 for special education and RTI curriculum resources.	Amount	\$3,000 for ongoing professional development that supports instruction for special education students. \$2,000 for special education and RTI curriculum resources.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 4

English language learners (CELDT and reclassification goals) progress until reclassification as English language fluent.

State and/or Local Priorities Addressed by this goal:
 STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need
 Developing English language fluency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT		60% of designated EL students will achieve one band of growth or achieve level 4 / 5 on CELDT.	60% of designated EL students will achieve one band of growth or achieve level 4 / 5 on CELDT.	60% of designated EL students will achieve one band of growth or achieve level 4 / 5 on CELDT.

PLANNED ACTIONS / SERVICES

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase of research based EL intervention curriculum. English Language Learner specialist position. Purchase of EL assessment that provides frequent reporting for teachers, students, and families.	Purchase of research based EL intervention curriculum. English Language Learner specialist position. Purchase of EL assessment that provides frequent reporting for teachers, students, and families.	Purchase of research based EL intervention curriculum. English Language Learner specialist position. Purchase of EL assessment that provides frequent reporting for teachers, students, and families.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$2,000 for purchase of EL intervention curriculum.	Amount	\$2,000 for purchase of EL intervention curriculum.	Amount	\$2,000 for purchase of EL intervention curriculum.
	\$30,000 for English Learner reading intervention specialist position.		\$30,000 for English Learner reading intervention specialist position.		\$30,000 for English Learner reading intervention specialist position.
	\$500 for fee and training for EL assessment program.		\$500 for fee and training for EL assessment program.		\$500 for fee and training for EL assessment program.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 5

School Culture (attendance and enrollment)

State and/or Local Priorities Addressed by this goal:
 STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need
 Increase attendance to improve academic outcomes.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA		Increase average daily attendance (ADA) by .5%.	Increase average daily attendance (ADA) by .5%.	Increase average daily attendance (ADA) by .5%.

PLANNED ACTIONS / SERVICES

Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Student Information System that provides updated and clear attendance reporting and trends. Staff release time to conduct home visits for chronically absent students. Communication system that supports auto calls and tracking for absences.	Student Information System that provides updated and clear attendance reporting and trends. Staff release time to conduct home visits for chronically absent students. Communication system that supports auto calls and tracking for absences.	Student Information System that provides updated and clear attendance reporting and trends. Staff release time to conduct home visits for chronically absent students. Communication system that supports auto calls and tracking for absences.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$10,000 for Student Information System purchase and training. \$500 for release time to conduct home visits. \$2,500 for communication system implementation and training.	Amount	\$10,000 for Student Information System purchase and training. \$500 for release time to conduct home visits. \$2,500 for communication system implementation and training.	Amount	\$10,000 for Student Information System purchase and training. \$500 for release time to conduct home visits. \$2,500 for communication system implementation and training.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 6

School Culture (discipline, suspension, KPIs)

[State and/or Local Priorities Addressed by this goal:](#)
 STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)
 Increase time students spend receiving instruction by reducing suspensions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rates		Reduce the number of school suspension (days)	Reduce the number of school suspension (days)	Reduce the number of school suspension (days)

		by 10%.	by 10%.	by 10%.

PLANNED ACTIONS / SERVICES

Action **6**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Staff release time to conduct home visits for chronically absent students. Positive Behavioral Interventions and Supports (PBIS) training for all new and returning staff. Positive Behavioral Interventions and Supports (PBIS) training for families and caregivers. Development of UMCS school-wide behavior expectations matrix aligned with	Staff release time to conduct home visits for chronically absent students. Positive Behavioral Interventions and Supports (PBIS) training for all new and returning staff. Positive Behavioral Interventions and Supports (PBIS) training for families and caregivers. Development of UMCS school-wide behavior expectations matrix aligned with	Staff release time to conduct home visits for chronically absent students. Positive Behavioral Interventions and Supports (PBIS) training for all new and returning staff. Positive Behavioral Interventions and Supports (PBIS) training for families and caregivers. Development of UMCS school-wide behavior expectations matrix aligned with

PBIS and CDE Ed Code.

PBIS and CDE Ed Code.

PBIS and CDE Ed Code.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$500 for release time to conduct home visits. \$2,500 for PBIS training. \$1,000 for PBIS training for families and caregivers training.	\$500 for release time to conduct home visits. \$1,500 for PBIS training. \$750 for PBIS training for families and caregivers training.	\$500 for release time to conduct home visits. \$1,000 for PBIS training. \$750 for PBIS training for families and caregivers training.
Source			
Budget Reference			

New
 Modified
 Unchanged

Goal 7

Developing and improving school culture.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Implement school wide social emotional curriculum and student climate survey establishing baseline for safety and connectedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

		100% of teachers are trained and implement social emotional curriculum.	100% of teachers are trained and implement social emotional curriculum.	100% of teachers are trained and implement social emotional curriculum.
		100% of students will participate in grade level appropriate social emotional instruction and activities.	100% of students will participate in grade level appropriate social emotional instruction and activities.	100% of students will participate in grade level appropriate social emotional instruction and activities.

PLANNED ACTIONS / SERVICES

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff training for social emotional curriculum. Parent/guardian training for social emotional curriculum.	Staff training for social emotional curriculum. Parent/guardian training for social emotional curriculum.	Staff training for social emotional curriculum. Parent/guardian training for social emotional curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,000 for annual updates and training for social emotional curriculum.	Amount \$2,000 for annual updates and training for social emotional curriculum.	Amount \$2,000 for annual updates and training for social emotional curriculum.

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 8

Developing UMCS Design Thinking program

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

To develop students' creative competency

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Student develop and participate in two Design Thinking initiatives.	Student develop and participate in two Design Thinking initiatives.	Student develop and participate in two Design Thinking initiatives.
		Establish a portfolio baseline with an annual schoolwide increase of 5% of students scoring 4 out of 5 in following years.	Students demonstrate an annual increase of 5% of students scoring 4 out of 5 in following years.	Students demonstrate an annual increase of 5% of students scoring 4 out of 5 in following years.

PLANNED ACTIONS / SERVICES

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <p>Design Thinking leads participate in ongoing Design Thinking training (summer and during school year) at Stanford d school.</p> <p>Design Thinking Leadership Team supports two school-wide design challenges.</p> <p>Design Thinking Leadership Team supports parent/guardian DT workshop.</p> <p>Design Thinking Leadership Team</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>Design Thinking leads participate in ongoing Design Thinking training (summer and during school year) at Stanford d school.</p> <p>Design Thinking Leadership Team supports two school-wide design challenges.</p> <p>Design Thinking Leadership Team supports parent/guardian DT workshop.</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>Design Thinking leads participate in ongoing Design Thinking training (summer and during school year) at Stanford d school.</p> <p>Design Thinking Leadership Team supports two school-wide design challenges.</p> <p>Design Thinking Leadership Team supports parent/guardian DT workshop.</p>

develops portfolio DT assessment rubric.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$3,000 for stipends to attend summer d school professional development. \$3,000 for release time to attend d school professional development.	\$3,000 for stipends to attend summer d school professional development. \$3,000 for release time to attend d school professional development.	\$3,000 for stipends to attend summer d school professional development. \$3,000 for release time to attend d school professional development.
Source			
Budget Reference			

New Modified Unchanged

Goal 9

Provide family/caregiver workshops through the year that supports students learning and engagement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

Identified Need

Empower families/caregivers to support student learning at home.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.	Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.	Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.

PLANNED ACTIONS / SERVICES

Action **9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning. Organize and provide translation services (Spanish) for all family/caregiver workshops.	Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning. Organize and provide translation services (Spanish) for all family/caregiver workshops.	Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning. Organize and provide translation services (Spanish) for all family/caregiver workshops.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,000 for workshop materials and guest speaker stipends.	Amount \$2,000 for workshop materials and guest speaker stipends.	Amount \$2,000 for workshop materials and guest speaker stipends.

	\$1,500 for written and spoken Spanish translation services.		\$1,500 for written and spoken Spanish translation services.		\$1,500 for written and spoken Spanish translation services.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$207,472	<u>Percentage to Increase or Improve Services:</u>	7.11 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

Urban Montessori Charter School is a public charter school serving TK through 6th grade. The school is located in Oakland and is open to all children residing in the state of California. We serve a socio-economically, racially and culturally diverse community of children because we believe that all children learn about different backgrounds and perspectives by living and working with people from those backgrounds and perspectives.

Urban Montessori Charter School's mission is to develop self-directed and engaged learners who are academically, socially and emotionally prepared to succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today's world with confidence, compassion and grace, Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.

For 2017-2018, the estimated amount of supplemental and concentration grant funding will be: \$207,472. The supplemental funds allocation is budgeted for expenditures to increase student achievement. These specific funds are targeted to provide professional development, staffing, and associated resources in the areas reflected in our plan which support the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics for professional development include Common Core

State Standards in all content areas, effective use of technology in the classroom for teaching and learning, assessment of student progress, strategies for students with disabilities in general education settings, and access to core strategies for English learners.

Specific examples of targeted expenditures include (and not limited to) –

- Professional development for teachers that supports alignment of Montessori and California standards
- Professional development for teachers that supports English language learner instruction and development
- Creation of a Director of Instruction positions
- Purchase of EL assessment that provides frequent reporting for teachers, students, and families
- Developing and supporting family/caregiver education opportunities throughout the school year.

The Supplemental funds, actions, and services specified in our plan provide additional layers of service for low income, special education, English learners and re-designated fluent English proficient students by providing additional support, resources, and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for UMCS to maintain its support systems.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 CCR 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?