

# 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	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

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



Urban Montessori is a public charter school serving TK through 8th grade children located in Oakland and aims to maximize the diversity and beauty of our vibrant urban community. We serve a socioeconomically, 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 Montessori preschool option. In this way, we will provide a complete Montessori experience to our children.

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.

Our intention is to enroll a diverse student body, reflective of our city as a whole. The following summarizes our 2017-2018 enrollment.

Total # of Students: 430

#/% of students who are English Learners: 77 / 18%

#/% of students who are socioeconomically disadvantaged: 86 / 20%

#/% of students who are foster youth: 1 / 0.02%

#/% of students who are homeless: 2 / 0.04%

#/% of students who have an Individual Education Plan: 45 / 10.5%

#/% of students who have a 504 Plan: 9 / 2.09%

#/% of unduplicated students receiving supplemental support: 127 / 29.5%

Ethnicity demographics from California's Dataquest website:

African American - 87 / 19.4%

American Indian or Alaska Native - 3 / 0.7%

Asian - 25 / 5.6%

Filipino - 4 / 0.9%

Hispanic or Latino - 119 / 26.6%

Pacific Islander - 1 / 0.2%

White - 136 / 30.4%

Two or More Races - 72 / 16.1%

Not Reported - 1 / 0.2%

Our aim is for children who attend Urban Montessori to be well educated and able to use their knowledge flexibly in novel contexts. Students 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
- Teacher collaboration that facilitates improved learning for children

## LCAP Highlights

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

This LCAP marks a major update for our school over the prior year. We use this LCAP below to reflect on our 2017-2018 LCAP goals, but also to seize the opportunity to clarify and narrow our specific goals moving forward into 2018-2019 and beyond. The LCAP process and its templates are still new to our community, and coupled with a year of leadership transition, we need focus and clarity in order to drive outcomes.

In 2017-2018, we had 9 goals, with overly complicated and misaligned funding. For 2018-2019 and beyond we have clarified, condensed and refined our previous goals down to 3 goals focusing on our overarching school needs. We have also simplified and aligned our funding sources to ensure that we are actively supporting our school goals through our budgeting processes.

## Review of Performance

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

## Greatest Progress

Per the Fall 2017 California Dashboard Reports, the community of Urban Montessori may be most proud of our improvement with English Learners. We had a 75.8% reclassification rate, up 26.7pp from the prior year, which was the largest growth of any publicly funded elementary school in Oakland for this indicator. Our performance level was blue for this indicator. We aim to build on this success by including a formative benchmark assessment, an ELD Progress Report, and by building structured times and settings for our English Language Development Teacher to connect with classroom

teachers. Along with the rest of the state, we have also moved to the new assessment and look forward to those results.

Another area of progress specific to our students from families with low-income, is Very Low / Declined performance level for Suspension. We seek to support students as whole children, and emphasize their social and emotional well being. While suspensions do happen, and we may even see a slight increase as we navigate this 2017-2018 year of transition without a permanent Head of School, we are well on track for ensuring that suspension is a tool of a last resort. We believe kids need to be in school and learning.

Academically, we believe we hit the state's goal in English Language Arts for "All Students" performing Green (medium / increased). As discussed below, though, we have work to do in supporting some of our reportable subgroups in this indicator. Besides our core instructional Montessori model, which we work hard to strengthen each year, we also leverage the SEEDS of Early Literacy Program with your youngest students, and see internal data indicating that achievement gaps are disappearing for reading readiness. Our teachers also constantly improve our implementation of the Readers and Writers workshop model and approach, as well.

In addition to state indicators, we survey students, families, and staff locally. 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, as surveyed in April 2018, are as follows:

- 90% of families feel welcome and appreciated
- 81% of families feel Urban Montessori teachers create a healthy school environment where all children can learn
- 79% of lead teachers are expected to return for the 2018-19 school year, with the majority of staff reporting they can see themselves staying longer than two more years.

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

For the Fall 2017 Reports, Urban Montessori has **one** state or local performance indicator for which the 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. This is the state **Mathematics** indicator. In addition to "All Students" in Orange, students who are socioeconomically disadvantaged performed in the "Red." The major step we have taken to address this area of improvement is to implement -- for the first time in the school's history -- multiple cycles of observation and feedback for teachers. Our Interim Head of School for Instruction has worked during the 2017-2018 school year to observe all classes, and provide feedback and coaching, across multiple cycles. In light of the transition of our previous Head of School, we wanted to ensure that we did not lose any ground in regard to academic gains so we also contracted with a seasoned Montessorian outside the school

community to provide coaching to our classrooms and levels to maintain momentum and augment support where the Interim Head was stretched. She provided professional development sessions to build work engagement, worked with individual classroom on specific needs, and helped our Lower Elementary level lead development consistency in regard to math equations and assessments.

There are additional clear needs when we look at our reportable subgroups across indicators.

In **English Language Arts**, our number of Socioeconomically Disadvantaged students who had performed in the Yellow category, increased. We believe our continued efforts in this area will support students to keep progressing and ultimately move “up” to Medium status and beyond over time. While not “reportable,” we are clear that a great need here is supporting our African American and Latino students to increase their reading skills and fluency. We have, and continue to actively seek out professional learning to support culturally responsive pedagogy. Perhaps more importantly, we need to regularly renew relationship with families and students, including doing the work of listening first. We also invite students with lower performance to a Summer Program for additional support.

While not yet a performance indicator until the Fall 2018 report, we can already anticipate needing to increase our efforts around reducing rates of **Chronic Absence**.

#### Local Indicator Needs

**Facilities** - While we believe our current facilities meet basic requirements, we aim for so much more for our students and families in terms of facilities. We remain without a permanent home or long term lease. We are actively working to improve our current Lower Elementary campus with the support of three separate public funding sources: Proposition 39 Energy Grants, Charter School Facilities Incentive Grant, and Proposition 51 Bond money for renovation and new construction.

**Parent Engagement / FAC** - The last few years have shown a general decrease in parent involvement in school, particularly around fundraising and in our parent leadership organization, the Family Advisory Council. To be clear, the parents and family members who are volunteering are doing tremendous work and putting in tremendous effort -- for which the school could not be more grateful. There are many other parents who have sought to provide leadership and service, but felt unsuccessful in their efforts to do so. It is clear, though, that much work remains to provide much greater communication and clarity on *how*, *when*, and *where* parents and family help. Increasing involvement in the FAC's formal leadership body must be a major priority for 2018-2019.

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**

No student group was two or more performance levels below the “All Student” performance for the state indicators of Suspension or English Learner Reclassification.



In **English Language Arts**, no **five-by-five reportable student group** was two or more performance levels below the “All Student” performance level. Looking closer, students who are socioeconomically disadvantaged performed one level below, students with disabilities and Latino students performed two levels below, and African American students performed three levels below “All Students.”

In **Mathematics**, as “All Students” performed at the Orange level, no **five-by-five reportable student group** was two or more performance levels further below that “All Student” performance. As with English Language Arts, students who are socioeconomically disadvantaged performed one level below. students with disabilities and Latino students performed two levels below, and African American students performed three levels below “All Students.” African American students, Latino students, and students with disabilities all performed **one** level lower than “All Students.”

We plan to build academic rigor and higher level thinking capacity in all areas, but particularly in math. Observing in classrooms helped to pinpoint particular areas of growth and we’ve spent the beginning of 2018 training and making adjustments. To ensure different outcomes for our students, we will continue to support teachers to target instruction for individual, groups and classes of students to address specific areas of need. We will develop common math assessments across levels, which support teachers in providing clear feedback to students about their progress. We will develop professional development for all UMCS employees including monthly classroom observations and feedback to teachers focused on developing strong classroom culture and stronger work engagement. We will continue to support teachers to observe excellence in math instruction and lesson delivery.

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.

## **Increased or Improved services**

Students from families with low income: Montessori pedagogy focuses on holistic practices that nourish the social, emotional, physical, and cognitive needs of all children. These supports offer our students from low income families a sense of belonging in our community. We work actively to involve and communicate with families.

English Learners: We have a robust ELD program designed to serve students needs both through integrated classroom supports and designated small group instruction. Our English Language Development Specialist provides small group instruction that highlights language function and purpose, language patterns and vocabulary, structured language practice, and engaging topics. Instruction includes listening, speaking, reading, and writing with an emphasis on listening and speaking. In our classrooms our Director of Instruction is supporting teachers in integrating English Language Development into daily instruction and work periods.

Foster youth: Foster youth are 0.4% of our student population. At that scale, we address individual needs with individual families, and seek to bolster and reinforce specific school-to-home and home-to-school communication that is highly tailored. Montessori is also embedded with an implicit social emotional curriculum. Positive Discipline focuses on student choice, emotional naming, and self-regulation which support all students but are particularly beneficial for students experiencing uncertainty in their living situations. We also use Toolbox and Honoring the Light of the Child that build valuable personal skills including self-awareness, self-management and relationship skills to foster responsible decision making. Our approaches are supported by the SEL curriculum, Toolbox, which adds age-appropriate lessons and language for all students.

# 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

\$5,452,987

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

\$376,500

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.

Beyond the budgeted Planned Actions/Services listed below in Modified Goals 1-3, some of our major General Fund Budget Expenditures for 2018-2019 include:

\$1,495,000 in Lead and Support Teacher salaries

\$368,000 in rent costs at two campuses

\$210,000 in additional Administrative salaries

\$25,000 in instructional consultation and support

\$10,000 in additional supplemental instructional materials

\$5,000 in additional core curricular materials

\$10,000 in additional classroom furniture

## DESCRIPTION

## AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$3,862,635

# Annual Update

LCAP Year Reviewed: 2017–18

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 Priorities: 2, 4, 7, 8

Local Priorities: Closing achievement gaps

## Annual Measureable Outcomes

Expected

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

Actual

### Fall-to-Spring Growth

2017-18 Reading: (pending)  
2016-17 Reading: 42% (125 of 299)  
2015-16 Reading: 44% (112 of 253)  
2017-18 Language Usage: (pending)  
2016-17 Language Usage: 45% (73 of 163)  
2015-16 Language Usage: 49% (61 of 125)

Montessori pedagogy covers Reading Instruction, Grammar, Word Study, and Mechanics. Teachers continue instruction in Reader’s and Writer’s Workshop to build fluency and comprehension in the English/Language Arts. Primary



Expected

Actual

	classrooms teach the SEEDS Framework to build early literacy skills. Our Reading Intervention Specialist works with small groups on the Fountas & Pinnell programming, and will include structured literacy instruction through Orton Gillingham next year.
Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced).	Pending. Will be updated upon receipt of state data in late Summer or Early Fall 2018

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with professional development that supports alignment of Montessori and California standards (ELA).	Contracted with Montessorian coach and educator. Teachers received multiple cycles of coaching and feedback.	\$4,000 for professional development aligned to California English Language Arts standards.	\$8,200
Director of Instruction positions that support curriculum, instruction, and assessment.	Hired Interim Head of Instruction	\$50,000 for the creation of the DOI position.	\$105,000
Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments.	Hired Reading intervention specialist.	\$30,000 for reading intervention specialist position.	\$70,000
Levels Lead positions (UE, LE, Primary) that support instruction and vertical integration aligned to UMCS scope and sequence.	Identified level leads who served on instructional leadership team	\$0 additional	\$0 additional
NWEA annual license fee and training.	Licensed NWEA	\$3,000 annual for NWEA fee and training.	\$4,375

# 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.

All actions/services were implement as described in last year's LCAP. The major change was that our intended Director of Instruction stepped up into the role of Interim Head of School - Instruction. Coaching and feedback cycles were implemented multiple times throughout the year and for the first time in the school's history.

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

Ultimately, performance on the California School Dashboard is not yet available and will not become available for months after this LCAP update is required to be approved and submitted. Given that this year was spent without a permanent Head of School and having just split our school across two campuses due to lack of adequate facility options, UMCS is pleased to have implemented the intended actions as well as we did.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences. The additional costs of the Director of Instruction position and professional development were also identified in Goal 2 below. NWEA costs are also split across Goals 1 & 2. Intervention specialist costs were also associated with Goal 4.

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.

Shifting to measurement by Smarter Balanced / CA Dashboard along with NWEA. See below in Modified Goal 1 and 2.

## 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 Priorities: 2, 4, 7, 8

Local Priorities: Closing achievement gaps

### Annual Measureable Outcomes

Expected

Actual

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).

#### Fall-to-Spring Growth

2017-18 Math: (pending)  
2016-17 Math: 34% (102 of 298)  
2015-16 Math: 37% (93 of 254)

Teachers follow the Montessori Scope and Sequence of materials in regard to math progression that is in line with the Common Core Standards. The Director of Instruction supports teachers in following the progression and recognizing student mastery. We contracted with a Public Montessorian to support building academic rigor in math. She presented on Number Talks and we began to practice and use the systems within classrooms.

Pending. Will be updated upon receipt of state data in late Summer or Early Fall 2018

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide teachers with professional development that supports alignment of Montessori and California standards (Math).	Contracted with Montessorian coach and educator. Teachers received multiple cycles of coaching and feedback. Contracted with a public school Montessorian to lead professional development designed to build math rigor and dialogue through the use of <u>Number Talks</u> .	\$4,000 for professional development aligned to California math standards.	\$8,200 (same as above in Goal 1, not additional)
Director of Instruction positions that support actual curriculum, instruction, and assessment.	Hired Interim Head of Instruction	\$50,000 for the creation of the DOI position.	\$105,000 (same as above in Goal 1, not additional)
NWEA annual license fee and training.	Licensed NWEA	\$3,000 annual for NWEA fee and training. NWEA fee and training.	\$4,375 (same as above in Goal 1, not additional)

## 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.

All actions/services were implemented as described in last year's LCAP. The major change was that our intended Director of Instruction stepped up into the role of Interim Head of School - Instruction. Coaching and feedback cycles were implemented multiple times throughout the year and for the first time in the school's history.

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

Ultimately, performance on the California School Dashboard is not yet available, and will not become available for months after this LCAP update is required to be approved and submitted. Given that this year was spent without a permanent Head of School, and having just split our school across two campuses due to lack of adequate facility options, UMCS is pleased to have implemented the intended actions as well as we have.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences. The additional costs of the Director of Instruction position were identified in Goal 2 below. NWEA costs are also split across Goals 1 & 2.

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.

Shifting to measurement by Smarter Balance along with NWEA. See below in Modified Goal 1 and Goal 2.

We are streamlining all of our goals to allow us to better focus on the overarching school needs.

## 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 Priorities: 1, 2, 3, 7, 8

Local Priorities: Closing achievement gaps

### Annual Measureable Outcomes

Expected

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.

Actual

60% of special education students made 75% of their goals. 37% of special education students made 100% of their goals. 10% of special education students only had 2 or 3 goals. Overall, 71% of special education goals were met. 10% of special education students came with goals from another school.

### 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

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

Professional development in support of providing tools, strategies, modifications, and accommodations for special education students was provided.

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

\$ 3000



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training and develop systems that consistently monitor student progress aligned with IEP goals.	Through multiple meetings with the Director of Instruction and Support Staff, teachers received support in connecting IEP goals within the Montessori foundation.	\$5,000 for special education and RTI curriculum resources.	\$5000

## 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.

The intended actions/services were implemented.

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

The work that was completed was effective in beginning to address the professional development needs of our staff around supporting students with special needs. We will be continuing to work on this moving forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

Modified goal: 75% of all IEP goals are reached/completed.

New Local Priority: Compliance with all service minutes as mandated by each Individual Education Plan.

We are streamlining all of our goals to allow us to better focus on the overarching school needs.

# 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 Priorities: 1, 2, 4, 7

Local Priorities: Closing achievement gaps, Strengthen student - teacher - home relationship and connectedness

## Annual Measureable Outcomes

Expected

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

Actual

CELDT is being phased out, and the 2017-18 CELDT was for Initial Assessment only (i.e. students with a non-english primary language who are new to CA public schools). We administered the ELPAC this spring for all ELs - and will have growth data in 2018-19.

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase of research based EL intervention curriculum.	EL intervention curriculum was purchased.	\$2,000 for purchase of EL intervention curriculum.	\$0
English Language Learner specialist position.	We hired an English Language Development Specialist to serve students at both campuses.	\$30,000 for English Learner reading intervention specialist position.	\$38,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase of EL assessment that provides frequent reporting for teachers, students, and families.	We began utilizing trimesterly EL benchmark assessments to provide formative information for teachers.	\$1000 for fee and training for EL assessment program.	\$950

## 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.

The intended actions/services were implemented.

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

We successfully administered the new ELPAC assessment, which is the English Language Proficiency Assessments for California. We are resetting goals aligned to ELPAC moving forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our ELD specialist was slightly costlier than anticipated but our cost around assessments were less than anticipated.

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.

We are streamlining all of our goals to allow us to better focus on the overarching school needs. Moved to modified Goal 2 and aligned to CA Dashboard and ELPAC.

# Goal 5

Increase attendance to improve academic outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities: Closing achievement gaps

## Annual Measureable Outcomes

Expected

Actual

Increase average daily attendance (ADA) by 1%.

2016-2017 ADA in P-2 was 94.84% and stayed almost exactly flat in 2017-2018 P-2 at 94.53%.

## 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Information System that provides updated and clear attendance reporting and trends.	We utilize and train staff on the Illuminate Student Information System to track attendance.	\$10,000 for Student Information System purchase and training.	\$12496.00
Staff release time to conduct home visits for chronically absent students.	We continue to detail our home visit protocol for staff.	\$500 for release time to conduct home visits.	\$0
Communication system that supports auto calls and tracking for absences, curriculum, instruction, and assessment.	Illuminate tracks absences, assessment, personal and health-related information, and supports auto calls.	\$2,500 for communication system implementation and training.	\$938.70

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NWEA annual license fee and training.	We purchased an NWEA annual license fee and have developed in-house training.	Annual for NWEA fee and training. NWEA fee and training.	\$4,375 (including in Goal 1, not additional)

## 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.

Nearly all of these actions/services were implemented as intended. Some of the work related to supporting high quality home visits will need to continue into the next school year.

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

Overall we believe we still have much work to do improve attendance, and now aim to make it to 97% overall. We aim to do this work by giving teachers and families clear, regular information on attendance data; providing regular, repeated messaging to families about the importance of excellent attendance for student learning and for the fiscal health of the school. Our families and teachers want smaller class sizes, and it is possible to have a slightly smaller class size but with higher attendance still be affordable.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only major material difference was a slight savings in the cost of the Illuminate auto calling feature, which was mostly offset by the slightly larger-than-anticipated Illuminate SIS contract in general.

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.

Moved and shifted to Modified Goal 3 below.

## 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 Priorities: 5, 6

Local Priorities: Strengthen student - teacher - home relationship and connectedness

### Annual Measureable Outcomes

Expected

Actual

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

0 suspension days in 2016-2017 to 5 suspension days in 2017-2018

### 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff release time to conduct home visits for chronically absent students.	We are detailing our home visit protocol for staff.	\$500 for release time to conduct home visits.	\$0
Positive Behavioral Interventions and Supports (PBIS) training for all new and returning staff.	Staff attended training for student behavior intervention and supports. Some staff attended offsite training in Responsive Classroom and Trauma Informed Practices. We formed a committee to redesign our PBIS system for the '18/19 school year.	\$2,500 for PBIS training.	\$500
Positive Behavioral Interventions and Supports (PBIS) training for families and caregivers.	We hosted Parent Education Sessions on our Response to Intervention, Montessori	\$1,000 for PBIS training for families and caregivers.	\$ 1000



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Pedagogy, and Anti-Bullying and Conflict Resolution.		
Development of UMCS school-wide behavior expectations matrix aligned with PBIS and actual CDE Ed Code.	We formed a committee to redesign our PBIS system for the '18/19 school year. We are finalizing our school-wide behavior expectations matrix.	\$0	\$0

## 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.

Nearly all of these actions/services were implemented as intended. Some of the work related to supporting high quality home visits and the school-wide behavior expectations matrix will need to continue into the next school year.

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

The effectiveness in regard to the reset of our PBIS system will not be felt until next school year. The Family/Caregiver Engagement events were better attended than they've been historically due to better promotion and the inclusion of childcare and translation services. They were effective in building awareness to our approach as well as in building community. The work that was done to reset our Climate and Culture at our Upper Campus was effective in that our student incidents decreased and framework was developed for next year's work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Since our previous Head of School transitioned early in the year, we did not have the bandwidth to set up protocol for home visits, nor had PBIS systems been developed before the school year began. We completed that work later in the year and all other areas were met.

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.

Moved to Modified Goal 3 below.

# Goal 7

Develop and improve 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 Priorities: 6, 7

Local Priorities: Strengthen student - teacher - home relationship and connectedness

## Annual Measureable Outcomes

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff training for social emotional curriculum.	All new staff participated in an in-house, site-specific social emotional training. All staff participated in a Practice of Gratitude Presentation, Trauma-Informed Practices in the Classroom and Positive Discipline & Classroom Management Training. Some staff participated in Responsive Classroom and Trauma-Informed Practices in the School training off-site.	\$2,000 for annual updates and training for social emotional curriculum.	\$ 2000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent/guardian training for social emotional curriculum.	We did an in-house training for Caregivers on Montessori Theory and our Social Emotional Curriculum.	\$0	\$178

## 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.

School culture was a big area of focus this year. With the decision to split campuses, we had to foster ways of building school community and parent involvement that were deeper than they had been in the past. We continue to share our school wide social emotional curriculum with families and developed a student and family climate survey to establish a baseline for safety and connectedness.

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

We had a rushed move to the new site this year which affected the amount of planning and design work we could do to appropriately set up the space. We became aware of the needs a few months into the year and created a climate and culture committee to address the issues that arose and plan implementation of a formalized PBIS plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We offered child care for our parent/guardian training session at a small cost to the school.

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.

Moved to Modified Goal 3 below.

## Goal 8

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: Building parent engagement and school climate, stronger implementation of academic standards

### Annual Measureable Outcomes

Expected	Actual
Student participation in two Design Thinking initiatives.	Student participation in two Design Thinking initiatives; one school-wide, one level-wide.
Establish a portfolio baseline with an annual schoolwide increase of 5% of students scoring 4 out of 5 in following years.	Established a portfolio baseline.
100% of students participated in two Design Thinking initiatives.	100% of students participated in two Design Thinking initiatives.

### 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Design Thinking leads participate in ongoing Design Thinking training (summer and during school year) at Stanford d school.	We utilized a Design Thinking Catalyst to carry the work this year. Work was completed over the summer to map out our DT challenges.	\$3,000 for stipends to attend summer d-school professional development.	\$1200 for three teachers to attend d-school training.
Design Thinking Leadership Team supports two school-wide design challenges.	One school-wide design challenge was completed (Spring Arts Festival) and two level-wide challenges were completed.	\$0	\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Design Thinking Leadership Team supports parent/guardian DT workshop.	The Parent/Guardian DT workshop was not offered this year.	\$3,000 for release time to attend d-school professional development.	\$0
Design Thinking Leadership Team develops portfolio DT assessment rubric.	The DT Catalyst transitioned to another school this March. The rubric was begun, but not finalized.	\$0	\$0

## 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.

Due to the number and variety of changes that the school went through in 2017/18, pieces of this goal were actualized. We sent three of our returning teachers to the Discover Design Thinking Institute at the d-school. We enlisted the support of a Design Thinking and Arts Integration Catalyst (in-house, stipended position) who supported teachers with class and level-wide challenges. He organized parent volunteers with professional backgrounds in Arts Integration to come in on a quarterly basis and develop curriculum with teachers. We completed school and level wide challenges, but did not host a family/caregiver workshop or create a rubric and portfolio for student assessment.

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

The Design Challenges involved feedback from all teachers and classrooms. They were mapped out in advance and integrated content from multiple areas, however, were not as deep as we envisioned. Work will be done in the summer to map these out in a deeper way next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We sent three teachers rather than six, to the Discover Design Thinking Institute in August, 2017.



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.

Moved to Modified Goal 3 below.

## 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 Priorities: 3, 4, 6

Local Priorities: Building parent engagement and school climate

### Annual Measureable Outcomes

Expected	Actual
Develop scope and sequence for family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.	A scope and sequence was piloted and workshops were offered.
Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.	Six family/caregiver workshops were offered and well attended.

### 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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create parent education committee (families, staff, admin) that identifies needs and organizes scope & sequence for family/caregiver workshops.	No committee was created for '17/18 so we are in the planning stages for setting this up next year.	\$0	\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional-learning.	Six Family/Caregiver Workshops were provided this year on the aforementioned topics. Free childcare and translation were provided.	\$2,000 for workshop materials and guest speaker stipends.	\$2,000
Organize and provide translation services (Spanish) for all family/caregiver workshops	Spanish translation was provided for all Family/Caregiver Workshops this year.	\$1,500 for written and spoken Spanish translation services.	\$540.43

## 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.

We successfully offered 6 caregiver workshops that were well attended and appreciated. Spanish translation services were available at all 6 workshops. We hosted a Middle School information session, Back to School night, Montessori Theory and our Response to Intervention, "Building our Home-School Connection", "What is Bullying and How is it Handled at UMCS?", Montessori Open House - "Students Present", and an Upper Elementary information session.

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

In previous years we had hosted quarterly to monthly family engagement sessions that were attended by one to twenty people; with the exception of Back to School Night and the Montessori Open House. In order to build engagement and attendance, we offered childcare, Spanish translation services, and invited families to bring food to share. Attendance increased to twenty to forty people at all sessions; with the exception of Back to School Night and Montessori Open House. We plan to map out our engagement calendar much earlier this year to promote the events more heavily and continue to provide childcare and translation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Spanish translation was less costly than anticipated.

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.

Moved to Modified Goal 3 below.

# Stakeholder Engagement

LCAP Year: 2018–19

## 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 is a list of engagements that are available for families to attend, ask questions, and provide input before plans are finalized. Engagements occur all year long, and get more specific in April, May and June. Some engagements include regularly scheduled Family Advisory Council, Committee, and Board of Director meetings.

4/9/18, 8:30-9:30am, Spring LCAP / Budget / Facilities Engagement at Mountain Campus

4/11/18, 4-6pm, Finance Committee Meeting

4/11/18, 5:30-6:30pm, Academic Oversight Committee Meeting

4/13/18, 8:30-9:30am, Spring LCAP / Budget / Facilities Engagement at Brann Campus

4/19/18, 6:15-9:30pm, Board Meeting

4/24/18, 8:30-9:30am, Spring LCAP / Budget / Facilities Engagement at Mountain Campus

4/26/18, 8:30-9:30am, Spring LCAP / Budget / Facilities Engagement at Mountain Campus

4/30/18, 3:30-4:30am, Spring LCAP / Budget / Facilities Engagement at Brann Campus

5/9/18, 5:30-6:30pm, Academic Oversight Committee Meeting

5/11/18, 4-6pm, Finance Committee Meeting

5/14/18, 8:30-9:30am, Spring LCAP / Budget / Facilities Engagement at Mountain Campus

5/17/18, 6:15-9:30pm, Board Meeting

6/4/18, 3-4pm, Spring LCAP / Budget / Facilities Engagement at Brann Campus

6/8/18, 8:30-9:30am, Spring LCAP / Budget / Facilities Engagement at Brann Campus

6/8/18, 4-6pm, Finance Committee Meeting

6/11/18, 8:30-9:30am, Spring LCAP / Budget / Facilities Engagement at Mountain Campus

6/21/18, 6:15-9:30pm, Board Meeting, ADOPTION OF LCAP AND BUDGET

Additionally, an English Google Doc version of our LCAP Update was made available on our website where any member of the public could “suggest” or “comment”.

## Impact on LCAP and Annual Update

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

Given the transition of a new permanent Head of School, many stakeholder’s reporting seeking stability and focus in the school’s goals. The 2018-2019 school year should be an opportunity for the school to focus on it’s three main pedagogical pillars: high-fidelity Montessori Instruction, Design Thinking, and Arts Integration. Community felt strongly that by getting much better at our core pedagogy, to a degree the school has ever yet to experience, we can unlock achievement acceleration for our most vulnerable student populations, stabilize and build positive climate and culture, and retain fabulous teachers and staff. In this spirit, we offer fewer goals below, but they are framed to help more stakeholders own their importance and build focus and momentum around each goal. Additionally, many parents spoke to the need of the incoming Head of School to work closely and early with the Family Advisory Council to strengthen collective decision-making, communication, coordination of families’ volunteer efforts. Finally, given the competitive teacher labor market and the high cost of living in the Bay Area, a clear need arose on investing even more resources into core teacher salaries next year and beyond, coupled with a plan to *not* increase class sizes.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

Provide high quality teachers and learning environments for all students.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: Montessori trained teachers in every classroom, with a complete set of materials to prepare the environment.

### Identified Need:

Need to close achievement and performance gaps, and raise student achievement across Dashboard indicators, particularly in Mathematics.

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.

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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students hitting Fall to Winter Growth Goal on NWEA Math All Students	48%	48%	53%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Math Black/African American students	45%	45%	50%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Math Latinx students	45%	45%	50%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Reading All Students	49%	49%	54%	N/A
% of students hitting Fall to Winter Growth	42%	42%	47%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
goals on NWEA Reading Black/African American students				
% of students hitting Fall to Winter Growth goals on NWEA Reading Latinx students	43%	43%	48%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Language All Students	44%	44%	49%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Language Black/African American students	46%	46%	51%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Language Latinx students	38%	38%	43%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of classrooms with a Montessori trained lead teacher for that level	New Outcome	93%	95%	N/A
% of classrooms with a complete set of Montessori materials for that level	New Outcome	90%	95%	N/A
English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement All Students	Medium / Increased	Medium / Maintained	High / Increased	N/A
Mathematics (Grades 3-8) - Student Group Five-by-Five Placement All Students	Low / Declined	Low / Maintained	Medium / Increased	N/A
Suspension (Elementary School) - Student Group Five-by-Five Placement All Students	Very Low / Declined	Low / Increased	Low / Maintained	N/A
Chronic Absence (Elementary)	12.8% (Dataquest)	7.22% (Illuminate)	Medium / Maintained	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School) - Student Group Five-by-Five Placement All Students	Dashboard Indicator did not exist	Medium / Maintained		

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

Provide teachers with professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics.

2018-19 Actions/Services

Provide teachers with professional development that supports alignment of Montessori and California standards in English Language Arts and Mathematics. (combined from old Goals 1 and 2)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$10,000	N/A
Source	Title II	Title II & LCFF	N/A
Budget Reference	8292	8292 & 9011	N/A

**Action 2**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

**2017-18 Actions/Services**

Director of Instruction position that support curriculum, instruction, and assessment.

**2018-19 Actions/Services**

Director of Instruction position that supports curriculum, instruction, and assessment. (combined from old Goals 1 and 2)

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$97,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8012	8012	N/A

## Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

NWEA annual license fee and training.

2018-19 Actions/Services

NWEA annual license fee and training. (combined from old Goals 1 and 2)

2019-20 Actions/Services

N/A

### Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	\$4,375	\$6,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

## Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Complete classroom environments with Montessori materials

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20,000	N/A
Source	N/A	LCFF	N/A
Budget Reference	N/A	8096	N/A

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

Modified Goal

## Goal 2

Prepare all students, particularly those contributing to our unduplicated count, to be college, career, and world ready.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priorities 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: Closing achievement gaps.

### Identified Need:

Close Achievement Gaps:

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

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

Ensure that students who are socioeconomically disadvantaged show significant progress.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of all IEP goals met by students	N/A	71%	75%	N/A
% of designated EL students who achieve one band of growth or	60% (CELDT)	Results pending	Measured by CA Dashboard, outcome listed below.	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
achieve level 4 / 5 on ELPAC.				
% of students hitting Fall to Winter Growth goals on NWEA Math Students with Disabilities	29%	29%	34%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Math English Learners	46%	46%	51%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Math Socioeconomically Disadvantaged	51%	51%	56%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Reading Students with Disabilities	34%	34%	39%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students hitting Fall to Winter Growth goals on NWEA Reading English Learners	45%	45%	50%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Reading Socioeconomically Disadvantaged	34%	34%	39%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Language Students with Disabilities	24%	24%	29%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Language English Learners	22%	22%	27%	N/A
% of students hitting Fall to Winter Growth goals on NWEA Language	25%	25%	29%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Socioeconomically Disadvantaged				
English Learner Progress - Student Group Five-by-Five Placement	High / Increased Significantly	High / Maintained	High / Maintained	N/A
English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement Socioeconomically Disadvantaged	Low / Increased	Low / Maintained	Medium / Increased	N/A
Mathematics (Grades 3-8) - Student Group Five-by-Five Placement Socioeconomically Disadvantaged	Very Low / Declined Significantly	Very Low / Maintained	Very Low / Maintained	N/A
Suspension (Elementary School) - Student Group Five-by-Five Placement Students with Disabilities	Very Low / Declined Significantly	Low / Increased	Low / Maintained	N/A
Suspension (Elementary School) - Student	Very Low / Maintained	Very Low / Maintained	Very Low / Maintained	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Group Five-by-Five Placement English Learners				
Suspension (Elementary School) - Student Group Five-by-Five Placement Socioeconomically Disadvantaged	Very Low / Declined	Very Low / Maintained	Very Low / Maintained	N/A
Chronic Absence (Elementary School) - Student Group Five-by-Five Placement Students with Disabilities	N/A, indicator did not yet exist	Medium / Maintained	Low / Decreased	N/A
Chronic Absence (Elementary School) - Student Group Five-by-Five Placement English Learners	N/A, indicator did not yet exist	Medium / Maintained	Low / Decreased	N/A
Chronic Absence (Elementary School) - Student Group Five-by-Five Placement Socioeconomically Disadvantaged	N/A, indicator did not yet exist	Medium / Maintained	Low / Decreased	N/A

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments.

2018-19 Actions/Services

Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments. (from old Goal 1)

2019-20 Actions/Services

N/A



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$57,000	N/A
Source	Title I	Title I & LCFF	N/A
Budget Reference	9291	8291 & 8012	N/A

**Action 2**

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

Director of Special Education who provides all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students.

2018-19 Actions/Services

Director of Special Education who provides all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students. (from old Goal 3)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$96,000	\$96,000	N/A
Source	SPED State Entitlement	SPED State Entitlement	N/A
Budget Reference	8381	8381	N/A

**Action 3**

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

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

2018-19 Actions/Services

Provide training and develop systems that consistently monitor student progress aligned with IEP goals. (from old Goal 3)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	N/A

Year	2017-18	2018-19	2019-20
Source	SPED State Entitlement	SPED State Entitlement	N/A
Budget Reference	8381	8381	N/A

## Action 4

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

### Students to be Served:

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

Students with Disabilities

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

Special education and RTI curriculum resources.

2018-19 Actions/Services

Special education and RTI curriculum resources. (from old Goal 3)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	N/A
Source	SPED State Entitlement	SPED State Entitlement	N/A
Budget Reference	8381	8381	N/A

**Action 5**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

English Language Learner specialist position.

2018-19 Actions/Services

English Language Learner specialist position. (from old Goal 4)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$39,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8012	8012	N/A

**Action 6**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

Fee and training for English Learner assessment program.

2018-19 Actions/Services

Fee and training for English Learner assessment program. (from old Goal 4)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8011	8011	N/A

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

Modified Goal

## Goal 3

Fully engage students, caregivers, and the community in support of all short and long term educational outcomes.

### State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5

Local Priorities: Strengthen student - teacher - home relationship and connectedness

### Identified Need:

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

Increase time students spend receiving instruction by reducing suspensions.

Develop students' and families' creative competency.

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average Daily Attendance	94.84%	94.53%	96%	N/A
# of total school suspension days	0	5	5	N/A



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers trained to implement social emotional curriculum	100%	100%	100%	N/A
% of students participated in social emotional instruction and activities	100%	100%	100%	N/A
# of Design Thinking initiatives students develop and participate in	3	At least 3	At least 3	N/A
# of family/caregiver workshops hosted that are aligned with Montessori education, literacy development, and social emotional-learning	10	6	6	N/A

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

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

2018-19 Actions/Services

Student Information System that provides updated and clear attendance reporting and trends. (from old Goal 5)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$24,000	\$24,000	N/A

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

## Action 2

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

Staff release time to conduct home visits for chronically absent students and other students in need.

2018-19 Actions/Services

Staff release time to conduct home visits for chronically absent students and other students in need. (from old Goals 5 & 6)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

**Action 3**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

Foster Youth

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

**2017-18 Actions/Services**

Communication system that supports auto calls and tracking for absences.

**2018-19 Actions/Services**

Communication system that supports auto calls and tracking for absences. (from old Goal 5)

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

## Action 4

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

Positive Behavioral Interventions and Supports (PBIS) training for all new and returning staff for students most in need.

2018-19 Actions/Services

Positive Behavioral Interventions and Supports (PBIS) training for all new and returning staff for students most in need. (from old Goal 6)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

## Action 5

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

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

2018-19 Actions/Services

Positive Behavioral Interventions and Supports (PBIS) training for families and caregivers. (from old Goal 6)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

**Action 6**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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



**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

**2017-18 Actions/Services**

Staff and family training for social emotional curriculum for students most in need.

**2018-19 Actions/Services**

Staff and family training for social emotional curriculum for students most in need. (from old Goal 7)

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

All

All schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

## 2017-18 Actions/Services

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

## 2018-19 Actions/Services

Design Thinking leads participate in ongoing Design Thinking training (summer and during school year) at Stanford d school. (from old Goal 8)

## 2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	N/A

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

## Action 8

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

N/A

2017-18 Actions/Services

Design Thinking Leadership Team and family leads support two school-wide design challenges, including parent/guardian Design Thinking workshop.

2018-19 Actions/Services

Design Thinking Leadership Team and family leads support two school-wide design challenges, including parent/guardian Design Thinking workshop. (from old Goal 8)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

**Action 9**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

## 2017-18 Actions/Services

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

## 2018-19 Actions/Services

Provide six family/caregiver workshops that are aligned with Montessori education, literacy development, and social emotional learning. (from old Goal 9)

## 2019-20 Actions/Services

NA

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

# Action 10

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

N/A

2017-18 Actions/Services

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

2018-19 Actions/Services

Organize and provide translation services (Spanish) for all family/caregiver workshops. (from old Goal 9)

2019-20 Actions/Services

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	N/A
Source	LCFF	LCFF	N/A
Budget Reference	8096	8096	N/A

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$266,391

7.40%

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).

For 2017-2018, the estimated amount of supplemental and concentration grant funding will be: \$266,391. 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) –

## LEA-Wide

- Professional development for teachers that supports alignment of Montessori and California standards
- Development of UMCS school-wide behavior expectations matrix aligned with PBIS and CDE Ed Code
- Professional development for general education teachers in order to best support accommodations and modifications for special education students.

Unduplicated:



- Director of Instruction position that supports curriculum, instruction, and assessment to support students most in need.
- English Language Learner Specialist
- Professional development for teachers that supports English language learner instruction and development
- Translation services (Spanish) for all family/caregiver workshops.
- Staff training for social emotional curriculum for students most in need.
- Parent/guardian training for social emotional curriculum for students most in need.
- Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments.

# 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](mailto: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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/sal/>). (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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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

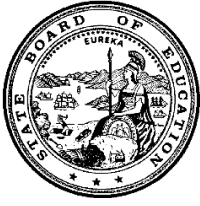
- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services 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?





# California State Board of Education

## March 2018 Agenda

### Item #12

#### Subject

Update on Issues Related to California's Implementation of the Elementary and Secondary Education Act and Other Federal Programs with an update on the Draft Local Control and Accountability Plan Federal Addendum Template and Proposed Approval Process.

#### Type of Action

Action, Information

#### Summary of the Issue(s)

The Every Student Succeeds Act (ESSA) requires local educational agencies (LEAs) to complete a Local Educational Agency Plan (LEA Plan) that addresses required provisions of ESSA programs under which an LEA applies for federal education funds. LEAs that apply for ESSA funds will be required to complete an LCAP Federal Addendum Template (Addendum) (Attachment 1) and the Consolidated Application (ConApp) in addition to the Local Control and Accountability Plan (LCAP). The LCAP, in conjunction with the Addendum and the ConApp, will serve as the ESSA LEA Plan.

The LCAP is the primary strategic planning document for each LEA. The LCAP is a tool for LEAs to set goals, plan actions, and leverage resources in consultation with stakeholders to improve student outcomes with specific activities to address Local Control Funding Formula (LCFF) state and local priorities. The LCAP describes how an LEA intends to meet annual goals for all students and to increase or improve services for English learners, foster youth, and low-income students in proportion to the additional funding apportioned on the basis of the number and concentration of the enrollment of these student groups within the LEA.

Consistent with the intent of California *Education Code (EC)* Section 52064, the Addendum allows an LEA to complete a single plan, together with the consolidated funding application to meet both state and federal requirements, align state and federal resources, and help minimize duplication of effort at the local level.

### **Addendum Development**

The California Department of Education (CDE), with support from the California Comprehensive Center at WestEd, convened LEA representatives to assist in designing a new approach to meet federal planning requirements within the context of the LCAP process. Upon review of the required Addendum provisions, LEA representatives agreed that an approvable LCAP already addresses many of the federal provisions. The team cross-referenced ESSA provisions with the LCFF state priorities and identified those LCFF priorities that potentially meet ESSA provisions. Following this initial review, the CDE staff undertook an additional review to confirm alignment between ESSA and the LCFF State Priorities and the LCAP requirements. For those provisions where there is alignment between ESSA and the LCFF State Priorities and LCAP requirements, the LCAP will serve to meet the LEA plan requirements. LCFF priorities that satisfy ESSA provisions are identified within the Addendum template, along with the provision that it addresses. Where alignment is not sufficient, the Addendum template requires a description of how a county office of education, school district, or charter school will address the required provision of the LEA Plan. The Addendum addresses the required provisions of the following ESSA programs:

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants

### **Stakeholder Involvement in Development of LCAP Federal Addendum**

In developing the Addendum, the CDE has collected feedback from stakeholders, including the California Practitioners Advisory Group, steering committees from the California County Superintendents Educational Services Association, and the LCFF Stakeholder Group.

### **LCAP Federal Addendum Approval Process**

The CDE, in partnership with its educational stakeholders, will review the Addenda of county offices of educations (COEs), school districts, and charter schools to ensure that

ESSA provisions are adequately addressed. During the review process, if an LEA's Addendum does not adequately address the required provisions, the CDE will work with the LEA to strengthen the LEA's response.

The review process will culminate with the CDE's determination that COEs, school districts, and charter schools' Addenda meet the approval criteria for each provision before submitting them, in conjunction with the ConApp, to the SBE for approval. The CDE will present those LEAs that have Addenda recommended for approval at a regularly scheduled meeting of the SBE for action. This review process applies only to the Addenda. School district LCAPs will continue to be approved by COEs. County superintendent of schools LCAPs will continue to be approved by the State Superintendent of Public Instruction.

## **Recommendation**

Staff recommend that the SBE adopt the proposed LCAP Addendum. If adopted by the SBE, the Addendum will be fully implemented for those LEAs that apply for ESSA funds for the 2018–19 school year. LEAs will continue to use the ConApp as the vehicle to document participation in federal programs and meet the annual reporting requirements of each program.

## **Brief History of Key Issues**

The ESSA was signed into law by President Barack Obama on December 10, 2015, and went into effect in the 2017–18 school year. The ESSA reauthorizes the Elementary and Secondary Education Act (ESEA), the nation's federal education law, and replaces the No Child Left Behind Act.

As part of California's transition to the ESSA, California was required to submit an ESSA Consolidated State Plan (State Plan) to the U.S. Department of Education (ED) in 2017. After 18 months of development, with extensive outreach to, and input from, California's education stakeholders, California submitted the State Plan to the ED on September 15, 2017. The State Plan describes the State's implementation of standards, assessments, accountability, and assistance programs.

On December 21, 2017, representatives from the CDE and the SBE participated in a phone conference with the ED to discuss the State Plan interim feedback letter. The interim feedback and peer review letters were published on the ED Web site at <https://www2.ed.gov/admins/lead/account/stateplan17/map/ca.html>.

At their January 2018 meeting, the SBE considered the interim feedback, proposed revisions, and approved the revised State Plan for submission to the ED, pending the SBE Executive Director's approval of final revisions requested by the SBE and the

correction of any typographical errors

(<https://www.cde.ca.gov/be/ag/aq/yr18/documents/jan18item05.docx>).

## **Summary of Previous State Board of Education Discussion and Action**

At its November 2017 meeting, the SBE received an update on California's implementation of the ESSA, which included an update on the LCAP Addendum (<https://www.cde.ca.gov/be/ag/aq/yr17/documents/nov17item05.doc>).

## **Fiscal Analysis (as appropriate)**

Any state or LEA that does not abide by the mandates or provisions of ESEA is at risk of losing federal funding. LEAs must apply to receive ESSA funds using the LCAP and the LCAP Addendum, in conjunction with the ConApp.

## **Attachment(s)**

- Attachment 1: 2018–20 DRAFT Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template (15 pages)

## Attachment 1: 2018–20 DRAFT

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Urban Montessori Charter Schools

## CDS code:

01 10017 0125567

## Link to the LCAP:

*(optional)*

[https://docs.google.com/document/d/1\\_utihgAYakJugQe7gRob3ik\\_ROdkNRxQkqEOpxQqnmQ/edit?ts=5b17dccb#](https://docs.google.com/document/d/1_utihgAYakJugQe7gRob3ik_ROdkNRxQkqEOpxQqnmQ/edit?ts=5b17dccb#)

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

**TITLE I, PART A:** Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A:** Supporting Effective Instruction

**TITLE IV, PART A:** Student Support and Academic Enrichment Grants

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate

their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## **Strategy**

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Urban Montessori's strategy for using federal funds to supplement and enhance state and local includes understanding how lowering the student-to-adult ratio in all classes to below 20 students per each adult is supported by research at that level of reduction; retaining teachers and staff in a high-demand, high cost-of-living geographic area; providing targeted enrichment and interventions for students in need (unduplicated and low-performing students).

## **Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Urban Montessori's efforts to align federal funds with state and local funds will focus on ensuring the highest fidelity Montessori teaching. The Montessori pedagogy addresses the varied needs of all students and is uniquely designed to serve underrepresented students. Our professional development plan will focus on supporting continued growth in Montessori pedagogy, assessment and implementation. Within our program we will also implement specific supports for EL students, students qualifying for special education, and students who are low-performing, which includes specialized small group instruction and additional integrated classroom supports.

**ESSA Provisions Addressed Within the LCAP**

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

**TITLE I, PART A**

**Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.



## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

#### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our Family Advisory Council (FAC) as structured in our Charter is the main parent leadership body of our school. FAC representatives elect members to serve on the Board of Directors and also meet regularly with Administration to coordinate and address issues. The FAC also plays a hugely important role in family to family communication. In addition to parent leadership, the school hosts multiple evening opportunities throughout the year for parents and families to come learn about their

child's progress in school, about Montessori pedagogy, supports within Special Education, school climate and culture, and other topics as needed and identified by families and staff. Families are invited in for conferences with teachers throughout the year. All Board meetings are conducted in public in alignment with Open Meeting laws, and family participation is always encouraged. We also post policies and documents online prior to Board action to allow for "e-comments and suggestions" by any member of the public. Additionally, our English Learner Advisory Council meets throughout the year with school administration.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our school COS (Coordination of Services) Team meets weekly to review referrals from all staff and families and help identify students who may have need for additional support under these sections. Plans are codified with clear action steps and goals and are reviewed to monitor progress. Families are included and communicated with throughout.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our percentage of homeless children and youth is very small which allows us to offer tailored services to individual students based on their needs and the needs of their families. Services include Student Attendance Support Team, counseling services, social emotional curriculum and support, flexible classrooms that allow for student choice and self-direction and more.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

UMCS will provide 8th grade students and families with academic counseling services related to high school options and enrollment, preparation for exiting the Montessori environment and individualized supports as needed.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

UMCS has 1:1 chromebooks in our middle school program we are working toward 1:1 in our upper elementary classrooms. The Montessori teaching philosophy supports the identification and support of gifted students through allowing students to direct their own learning. Every classroom has two teachers who are available to observe and support students needs.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not aligned

**Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **EDUCATIONAL NEEDS**

### **ESSA SECTION 1423(5)**

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Social, Health, and Other Services**

### **ESSA SECTION 1423(6)**

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Postsecondary and Workforce Partnerships**

### **ESSA SECTION 1423(7)**

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Individualized Education Program Awareness**

### **ESSA SECTION 1423(12)**

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Alternative Placements**

### **ESSA SECTIONS 1423(13)**

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]



## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

UMCS provides multiple cycles of coaching and feedback to teachers throughout the school year. Additionally, teachers and staff come together for professional learning prior to the start of school in August, and throughout the year on the afternoons of early release days. Teachers are regularly financially supported to attend formal Montessori certification trainings and programs. Teacher leaders come together multiple times a month to meet as a leadership team.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

UMCS is a single site charter-run school, and as such, the LEA prioritizes all funds to the single school in support of the children furthest from opportunity.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Internal reading, language, and mathematics assessments are given throughout the year, with time and attention dedicated to teachers being able to analyze results, plan, and implement new interventions and opportunities for students. Each Fall, the school also reviews progress on the California School Dashboard.

In partnership with the Head of School and Director of Instruction, teachers in need of additional support are given opportunities to ask for help, receive coaching, and improve against clear goals and areas of focus.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## English Proficiency and Academic Achievement

### ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Mindfulness Mindfulness practice develops children's ability to unemotionally direct attention to unfolding experiences, encouraging open-minded curiosity and non-judgmental acceptance. This practice is used to foster self and community awareness. Evaluation: Ongoing coaching and

observation conducted by our Director of Instruction that will include feedback cycles for teachers who are implementing the program.

Anti-bullying curriculum and instruction Children are explicitly taught to identify bullying behaviors and are supported in managing how to handle them in appropriate ways. Evaluation: Ongoing coaching and observation conducted by our Director of Instruction that will include feedback cycles for teachers who are implementing the program.

Health and wellness instruction Montessori pedagogy focuses on holistic practices that nourish the social, emotional, physical, and cognitive needs of a child. Students engage in nutrition education, physical fitness, and mindfulness practice that supports balance and wellness. Evaluation: Ongoing coaching and observation conducted by our Director of Instruction that will include feedback cycles for teachers who are implementing the program.

Social and emotional learning instruction Montessori is already embedded with an implicit 100-year-old conflict resolution curriculum. Positive Discipline focuses on student choice, emotional naming, and self-regulation. We also use Toolbox and Honoring the Light of the Child that build valuable personal skills including self-awareness, self-management and relationship skills to foster responsible decision making. Our approaches are supported by the SEL curriculum, Toolbox, which adds age-appropriate lessons and language. Evaluation: Ongoing coaching and observation conducted by our Director of Instruction that will include feedback cycles for teachers who are implementing the program.

Classroom chromebooks Objective: Promote 21st century skills and technology fluency. Evaluation: Ongoing support and evaluation is provided by our technology coordinator.