

**§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA: Lemoore Union Elementary School District Contact: Crescenciano Camarena, Charter School Dean, ccamarena@myluesd.net LCAP Year:2015-2016**

**Lemoore University Elementary Charter School, UCS, began operating in 2003. It has been the top performing school in the Lemoore Union Elementary School District and one of the top performing schools in Kings County since opening. The reputation of the school in the community is one of academic excellence. One of the main reasons parents and students choose UCS is because of its ability to offer individualized support for students. The staff of UCS has high expectations for the students; these are reflected in the school mission statement “To ensure that every student learns to his or her greatest potential.”**

**The school is a dependent charter school governed by the Lemoore UESD Board of Trustees. An advisory council comprised of members elected by their constituent groups which include parents, teachers, a designated member representing the Lemoore UESD, a student representative, and a representative from the Lemoore Middle College High School, meet quarterly with the school administrator, to advise the Board. The student demographics of UCS are unique from the whole Lemoore UESD. This has established a need to communicate openly regarding the distinction in funding that this creates between UCS and Lemoore UESD. As a result direct services are negotiated by the district to UCS.**

**UCS is focused not only on student achievement, but also on creating a culture of learning. UCS celebrates student learning throughout the year in several school wide celebrations. The Rockstar Wall of Fame Celebration and UCS Rock Celebration recognizes individual student growth. Awardees sign their names in paint on a wall at the school. The Golden Ticket Assembly welcomes incoming fifth grade students and parents to UCS. Incoming fifth grade students receive a golden ticket confirming their enrollment at UCS. The Milestone Ceremony recognizes student progress in their educational career and promotion on to high school. Each eighth grade student is presented with a tile that is engraved with the year that he or she will attend college. This tile is intended to remind the students at UCS that they indeed are on a path to higher education.**

**Through the use of Professional Learning Communities (PLC’s), various Response to Intervention (RTI) support opportunities, and parent and community involvement, UCS has experienced significant, consistent growth and achievement. The staff recognizes that this growth is a process and they will need to continue to respond to the needs of the students to ensure the continued success of the students at UCS.**

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

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

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

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils*

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>1. The school used a variety of meeting types and events to encourage stakeholder involvement in the review and planning process of the LCAP for UCS. Charter Council meetings are open to the public and discussions were held at these meetings regarding the LCAP for UCS. These meetings were held on September 9, October 29, December 17 of 2014 and May 13, 2015. Council members received information on the Local Control Funding Formula (LCFF) and its impact on UCS's LCAP.</p> <p>2. A pupil school climate and engagement survey was administered in January 2015 by the Lemoore UESD and included UCS. An additional survey was conducted in May 2015 for UCS.</p> <p>3. Teacher surveys were conducted in August, November, December, and January by the Lemoore UESD to provide feedback regarding familiarity with State standards, State standards aligned instructional materials, school safety, teacher planning, and school climate/pupil engagement.</p> <p>4. Lemoore Elementary Teachers' Association (LETA) representatives attended the March 3, 2015 District Advisory Council held by the Lemoore UESD. Teachers from UCS are members of LETA.</p> <p>5. Staff Forums were offered on March 16 and 18 to share the draft LCAP with teachers and classified personnel. All staff at UCS were invited to attend.</p> <p>6. Kings County Office of Education conducted LCAP Workshops on November 14, 2014, for school district teams and consultation with WestEd. On January 20, 2015 the Kings COE offered a review of the process for completion of the LCAP. Consultation services scheduled for March 26, 2015 and April 29, 2015 provided direct support to Lemoore UESD and UCS.</p>	<p>1. The information discussed at these meetings focused on past budget plans and how the LCFF structure addressed accountability towards the designated pupil subgroups. UCS faces deficits in their funding plan and must make adjustments to balance its budget.</p> <p>2. The general response from students was positive regarding school climate. While students feel safe at school they shared that respect towards other students is not always evident.</p> <p>3. As an overall district response teachers indicated a need for additional State standards-aligned resources. Teachers Response: Site allocations are planned in the LCAP for supplemental materials. LUESD is purchasing and implementing a new math adoption for the 2015-16 school year.</p> <p>4. Although there were questions about plans and funding, no suggestions or requests were made for the 2015-16 LCAP at these meetings.</p> <p>5. The concerns shared at these meetings did not have a direct impact on the goals, actions and/or services with regards to the UCS LCAP. Staff from UCS were invited to attend.</p> <p>6. The changes to LCAP format and content were discussed. In the consultation meetings suggestions were recommended regarding the format and content changes to update from the 2014-15 LCAP format to the 2015-16 version.</p>

**Annual Update:**

The school consulted with stakeholders regarding the annual update via regular meetings of the groups, special meetings, and used surveys. The following groups provided input:

- Certificated staff
- Classified staff
- Charter Council members
- Parent Staff Organization members
- Students: school-wide

A review of the goals within the UCS LCAP reflected on the state priorities, actions related to the goals, and outcomes of the actions and/or services.

**Annual Update:**

The stakeholders in these groups suggested that actions and/or services that would address state priority 5 and 6. I need to provide ongoing weekly counseling services would best fit the current needs of UCS. To help meet state priority 2 and 4 it was suggested that paraprofessionals trained in English Language Development strategies and effective intervention strategies be sought. No other changes or revisions were suggested.

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

### Instructions:

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

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

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

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

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

### **Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

school climate)?

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

<p>GOAL 1:</p>	<p>Ensure all students are learning.</p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9__ 10__          Local: Specify _____</p>
<p>Identified Need:</p>	<p>Need: There is a need to increase pupil proficiency in English language arts and math.</p> <p>Metrics State Priority 1:</p> <ul style="list-style-type: none"> <li>• Rate of teacher assignments and credentials</li> <li>• Standards aligned materials</li> <li>• School facilities in good repair</li> </ul> <p>Metrics State Priority 2:</p> <ul style="list-style-type: none"> <li>• Implementation of Common Core State Standards for all students, including English learners</li> </ul> <p>Metrics State Priority 4:</p> <ul style="list-style-type: none"> <li>• State assessments</li> <li>• Share of EL that become English proficient</li> <li>• EL reclassification rate</li> <li>• API (Note that the California State Board of Education has suspended the Academic Performance Index (API); therefore, the identified metric for API will not be used to assess the 14-15 LCAP.</li> <li>• Course Completion for UC/CSU A-G requirements/ CTE programs (Note: This metric does not apply to UCS as it applies only to high schools)</li> <li>• AP exam (Note: This metric does not apply to UCS as it applies only to high schools.)</li> <li>• EAP exam (Note: This metric does not apply to UCS as it applies only to high schools.)</li> </ul> <p>Metrics State Priority 7:</p> <ul style="list-style-type: none"> <li>• Course access to required areas of study</li> </ul> <p>Metrics State Priority 8:</p> <ul style="list-style-type: none"> <li>• Other pupil outcomes</li> </ul>	
<p>Goal Applies to:</p>	<p>Schools: Lemoore University Elementary Charter</p> <p>Applicable Pupil Subgroups: All Students Low Income White Hispanic</p>	

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**

- The school will have teachers appropriately assigned; CalPADS report (State Priority 1: Rate of teacher assignments and credentials).
- The school will have California Common Core Standards aligned instructional materials in all classrooms; annual instructional materials resolution to the Lemoore UESD Board of Trustees (State Priority 1: Standards aligned materials).
- The school facilities rated as in “Good Repair”; California Facilities Inspection Tool (State Priority 1: School facilities).
- All instruction in math and English language arts will be aligned to the California Common Core Standards; reviewed annually in curriculum maps and classroom observation (State Priority 2: Implementation of Common Core State Standards).
- The school will meet the participations rates; reported by the California Assessment of Students Performance and Progress (CAASPP) (State Priority 4: State assessments).
- English Learners will demonstrate progress in becoming English proficient; California English Language Development Test (State Priority 4: EL proficiency).
- The school will demonstrate progress in reclassifying EL students; local redesignation forms (State Priority 4: EL reclassification rate).
- Students will receive instruction in the core academic areas of study; school master schedule (State Priority 7: Course access).
- Student will receive instruction in elective study which will include a focus on 21<sup>st</sup> century skills: school master schedule (State Priority 8: Other outcomes).
- API, A-G completion, CTE programs, AP passage, EAP exam: These metrics do not apply as UCS is not a high school.

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Provide teaching staff ongoing professional development for Common Core State Standards implementation.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base Program 0000 Resource teacher \$103, 998

1.2 Computer technology (mobile devices) to increase the pupil/unit ratio to 1:1 in grade 6.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Supplemental 0332 iPads for grade 6, replacements \$30,000
1.3 Maintain three professional duty days added to the 2014-2015 school year.  Three days of professional development for all instructional staff implementing Common Core State Standards provided by school.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base 0000 Certificated salaries \$15,415  Base 0000 Certificated salary \$2,034
1.4 Pupil data made available for teachers using the data management system. Teachers and administrators monitor student progress and plan for instruction, interventions, and feedback to pupils and parents regarding progress.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	District direct service Service Agreement Data management system and test bank \$0
1.5 Elective courses with a focus on 21st century skills made available weekly to all pupils.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base 0000 Certificated salary \$77,953
1.6 Trained paraprofessionals provide English learners and pupils identified needing intervention with daily intervention instruction in English language development/acquisition and math basic skills.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Supplemental 0332 Classified salary \$34,150

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

- The school will have teachers appropriately assigned; CalPADS report (State Priority 1: Rate of teacher assignments and credentials).
- The school will have California Common Core Standards aligned instructional materials in all classrooms; annual instructional materials resolution to the Lemoore UESD Board of Trustees (State Priority 1: Standards aligned materials).
- The school facilities rated as in “Good Repair”; California Facilities Inspection Tool (State Priority 1: School facilities).
- All instruction in math and English language arts will be aligned to the California Common Core Standards; reviewed annually in curriculum maps and classroom observation (State Priority 2: Implementation of Common Core State Standards).
- The school will meet the participations rates; reported by the California Assessment of Students Performance and Progress (CAASPP) (State Priority 4: State assessments).
- English Learners will demonstrate progress in becoming English proficient; California English Language Development Test (State Priority 4: EL proficiency).
- The school will demonstrate progress in reclassifying EL students; local redesignation forms (State Priority 4: EL reclassification rate).
- Students will receive instruction in the core academic areas of study; school master schedule (State Priority 7: Course access).
- Student will receive instruction in elective study which will include a focus on 21<sup>st</sup> century skills: school master schedule (State Priority 8: Other outcomes).
- API, A-G completion, CTE programs, AP passage, EAP exam: These metrics do not apply as UCS is not a high school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide teaching staff ongoing professional development for Common Core State Standards implementation.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base Program 0000 Resource teacher \$106,077

1.2 Computer technology (mobile devices) to increase the pupil/unit ratio to 1:1 in grade 5.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Supplemental 0332 iPads for grade 5, replacements \$32,000
1.3 Maintain three professional duty days added to the 2014-2015 school year.  Three days of professional development for all instructional staff implementing Common Core State Standards provided by school.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base 0000 Certificated salaries \$15,723  Base 0000 Certificated salary \$2,074
1.4 Pupil data made available for teachers using the data management system. Teachers and administrators monitor student progress and plan for instruction, interventions, and feedback to pupils and parents regarding progress.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	District direct service Service Agreement Data management system and test bank \$0
1.5 Elective courses with a focus on 21st century skills made available weekly to all pupils.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base 0000 Certificated salary \$79,512
1.6 Trained paraprofessionals provide English learners and pupils identified needing intervention with daily intervention instruction in English language development/acquisition and math basic skills.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Supplemental 0332 Classified salary \$34,833

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:

- The school will have teachers appropriately assigned; CalPADS report (State Priority 1: Rate of teacher assignments and credentials).
- The school will have California Common Core Standards aligned instructional materials in all classrooms; annual instructional materials resolution to the Lemoore UESD Board of Trustees (State Priority 1: Standards aligned materials).
- The school facilities rated as in “Good Repair”; California Facilities Inspection Tool (State Priority 1: School facilities).
- All instruction in math and English language arts will be aligned to the California Common Core Standards; reviewed annually in curriculum maps and classroom observation (State Priority 2: Implementation of Common Core State Standards).
- The school will meet the participations rates; reported by the California Assessment of Students Performance and Progress (CAASPP) (State Priority 4: State assessments).
- English Learners will demonstrate progress in becoming English proficient; California English Language Development Test (State Priority 4: EL proficiency).
- The school will demonstrate progress in reclassifying EL students; local redesignation forms (State Priority 4: EL reclassification rate).
- Students will receive instruction in the core academic areas of study; school master schedule (State Priority 7: Course access).
- Student will receive instruction in elective study which will include a focus on 21<sup>st</sup> century skills: school master schedule (State Priority 8: Other outcomes).
- API, A-G completion, CTE programs, AP passage, EAP exam: These metrics do not apply as UCS is not a high school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide teaching staff ongoing professional development for Common Core State Standards implementation.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base Program 0000 Resource teacher \$108,198

1.2 Computer technology (mobile devices) to maintain the pupil/unit ratio to 1:1 in grades 5-8.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Supplemental 0332 iPads maintain and replacements \$32,000
1.3 Maintain three professional duty days added to the 2014-2015 school year.  Three days of professional development for all instructional staff implementing Common Core State Standards provided by school.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base 0000 Certificated salaries \$16,037  Base 0000 Certificated salary \$2,115
1.4 Pupil data made available for teachers using the data management system. Teachers and administrators monitor student progress and plan for instruction, interventions, and feedback to pupils and parents regarding progress.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	District direct service Service Agreement Data management system and test bank \$0
1.5 Elective courses with a focus on 21st century skills made available weekly to all pupils.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Base 0000 Certificated salary \$81,102
1.6 Trained paraprofessionals provide English learners and pupils identified needing intervention with daily intervention instruction in English language development/acquisition and math basic skills.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(White,Hispanic)_____	Supplemental 0332 Classified salary \$35,529

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Provide a safe and nurturing environment.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 X 6 X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Need: Improve mental health services.  Metrics State Priority 5: <ul style="list-style-type: none"> <li>• School attendance rate</li> <li>• Chronic absenteeism rate</li> <li>• Middle school dropout rate (Note: no metric reported at this time)</li> <li>• High school dropout rate (Note: This metric does not apply to UCS as it applies only to high schools)</li> <li>• High school graduation rate (Note: This metric does not apply to UCS as it applies only to high schools)</li> </ul> Metrics State Priority 6: <ul style="list-style-type: none"> <li>• Pupil suspension rate</li> <li>• Pupil expulsion rate</li> <li>• Other local measurements</li> </ul>		
Goal Applies to:	Schools:	Lemoore University Elementary Charter	
	Applicable Pupil Subgroups:	School-wide Low Income White Hispanic	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• The school attendance rate will be at least 90% (State Priority 5: School attendance rate).</li> <li>• The school chronic absenteeism rate at or below 2014-15 rate (State Priority 5: Chronic absenteeism rate).</li> <li>• The school middle school dropout rate; not available at this time (State Priority 5: Middle school dropout rate).</li> <li>• High school dropout, high school graduation: These metrics do not apply as UCS is not a high school.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
2.1 Provide 2 days weekly of counseling services to all pupils in need.	School-wide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other	Supplemental 0332 Counselor salary \$44,000

		Subgroups:(White,Hispanic)_____	
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**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• The school attendance rate will be at least 90% (State Priority 5: School attendance rate).</li> <li>• The school chronic absenteeism rate at or below 2014-15 rate (State Priority 5: Chronic absenteeism rate).</li> <li>• The school middle school dropout rate; not available at this time (State Priority 5: Middle school dropout rate).</li> <li>• High school dropout, high school graduation: These metrics do not apply as UCS is not a high school.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>2.1 Provide 2 days weekly of counseling services to all pupils in need.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(White,Hispanic)_____</p>	<p>Supplemental 0332  Counselor salary  \$44,880</p>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• The school attendance rate will be at least 90% (State Priority 5: School attendance rate).</li> <li>• The school chronic absenteeism rate at or below 2014-15 rate (State Priority 5: Chronic absenteeism rate).</li> <li>• The school middle school dropout rate; not available at this time (State Priority 5: Middle school dropout rate).</li> <li>• High school dropout, high school graduation: These metrics do not apply as UCS is not a high school.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>2.1 Provide 2 days weekly of counseling services to all pupils in need.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(White,Hispanic)_____</p>	<p>Supplemental 0332  Counselor salary  \$45,778</p>

## Annual Update

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

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	1. Provide behavioral health services to all students in need.  Metrics: LUESD tracking data - suspension/expulsion rates, behavioral referrals		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	UCS		
Expected Annual Measurable Outcomes:	Increase counseling services to 5-8 students.	Actual Annual Measurable Outcomes:	Data provided by the district of counseling services shared that four students were able to receive service during the school year.	
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
Provide group counseling services.		Establish MOU with Kings Mental Health for group counseling for grades 7-8; individual counseling as needed for "At-Risk" students grades 5-8 Funding part of Base Program	The Lemoore UESD was able to provide support when requested by school for students with high-risk need. A referral list was started so that if a high-risk need did arise the service would be made available by LUESD.  \$0	
Scope of service:	School wide: 5-8		Scope of service:	School wide: 5-8 grade
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____				<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress		In reviewing the goals of the 2014-2015 LCAP it was determined that this goal fits better under the description of an action and/or service. As such, it will be included as an action for goal #2 in the 2015-2016 LCAP. A negotiated direct service will be established with the Lemoore UESD if a position is unable to be filled.		

and/or changes to goals?

Original GOAL from prior year LCAP:	2. Increase nursing services, provide instruction in health curriculum. Metrics: LUESD tracking data	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: UCS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Students will have access to additional nursing services and health education (7-8).	Actual Annual Measurable Outcomes:	Vision and hearing screenings were completed earlier than in the past; general medical services increased compared with prior year; more Individual Health Care Plans were completed earlier than prior years.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide additional RN nursing services.	7-8 pupils will have access to additional nursing services and health education. Funding part of Base program.	Daily direct services were arranged by Lemoore UESD to service students on a regular schedule.		\$0
Scope of service:	School-wide: 7-8	Scope of service:	School-wide: 7-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the goals of the 2014-2015 LCAP it was determined that this goal fits better under the description of an action and/or service. A negotiated direct service will be established with the Lemoore UESD to provide this service to UCS in the future. There was no need to increase services as it was determined after reviewing this goal that services were included as part of the base program and no additional services were required to meet the ongoing needs of students at UCS.
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Original GOAL from prior year LCAP:	3. 100% of teaching staff receive ongoing professional development for Common Core State Standards implementation, engagement strategies.  Metrics: State and local assessments	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: UCS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Resource teacher provides ongoing professional development to English/language arts and math staff; student will receive more consistent instruction from class to class.	Actual Annual Measurable Outcomes:	Local assessments were used to measure student progress and impact of ongoing professional development. When state assessment data becomes available it will be used to help measure progress on this goal.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue use of Instructional Resource Teacher.	Ongoing professional development training to all teachers in math and English / language arts . Funding part of Base program.	Resource teacher planned and implemented ongoing training for all staff. Assist administration in weekly staff development. Facilitates professional learning community teams. Demonstrates and collaborates with teachers on the implementation of Common Core State Standards in math and English/language arts. Training included introduction of Visible Learning.	\$0
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a	In reviewing the goals of the 2014-2015 LCAP it was determined that this goal fits better under the description of an action and/or service. As such, it will be includes as an action for goal #1 in the 2015-2016 LCAP. Additional training
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result of reviewing past progress and/or changes to goals?	will include implementation of Common Core Standards, English Language Development, and continued practice of Visible Learning.
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year LCAP:	4. All pupils have daily access to technology and training in its use. Each pupil uses technology to access English/language arts and math.  Metrics: State and local assessments	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: UCS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Each 5-8 grade pupil has daily access to instructional technology for English/language arts and math.	Actual Annual Measurable Outcomes:	Two class sets of iPads were purchased. A plan to use this technology daily was begun. Teachers and students participated in both district level assessments and the CAASPP online assessments which provided an experience on the use of technology tools and the current integration of instruction with such tools. Based on this experience the staff and administration have determined that continued daily use of technology is important for students to learn and experience the use of these tools to accurately measure student progress with regards to the current assessment of Common Core State Standards.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Computer technology will be purchased to increase pupil/unit ratio; Professional development will be provided teacher in effective use of technology.	1:1 ratio of units to pupils in grade 7-8; instruction provided to pupils to use units to maximize learning. Resource 0332 \$35,000	60 iPads and 2 carts were added to the existing making a total of 120 iPads and 4 carts for student use. 1 cart and 30 iPads were issued per grade level team in grades 5-8. This gave each grade level team access to 30 iPad for 60 students in each grade. This was a shared-model with one iPad for every two students. Training was contracted with OnPoint to provide 3 days of training and consultation along with software to operate the MimioStudio application and tools.	iPads and carts purchased 4000-4999: Books and Supplies Other \$34,749.64 OnPoint training 5800: Professional/Consulting Services and Operating Expenditures Other \$23,000
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Mobile devices, iPads, to be assigned to each student in grades 6,7,8 to establish 1:1 ratio of mobile devices in these grades for student use during the school year. In reviewing the goals of the 2014-2015 LCAP it was determined that this goal fits better under the description of an action and/or service. As such, it will be included as an action for goal #1 in the 2015-2016 LCAP.
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Original GOAL from prior year LCAP:	5. 100% of instructional staff receive professional development in implementation of Common Core State Standards.  Metrics: State and local assessments	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: UCS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	All pupils receive instruction from teachers that have received at least one day of professional development in CCSS implementation.	Actual Annual Measurable Outcomes:	The district negotiated three duty days to teacher work year for professional development activities. One of the three days was used to provide professional development to all staff in several of the over arching concepts of CCSS for ELA.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
English/language arts CCSS provided for all instructional staff	Minimum of one complete day of CCSS ELA/ELD training. \$4,000	Two day were focused on the qualities of a learner and the work of Dr. John Hattie and Visible Learning. This correlates to higher order thinking, effective feedback, and real-world problem solving as required by several of the instructional goals of the Common Core State Standards for English/language arts.	Planning (one day) and training (two day) provided by school administration Resource 0900 \$1800
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the goals of the 2014-2015 LCAP it was determined that this goal fits better under the description of an action and/or service. As such, it will be includes as an action for goal #1 in the 2015-2016 LCAP.
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Original GOAL from prior year LCAP:	6. 100% of teachers receive professional development for integrating technology into English/language arts, math, and English Language Development.  Metrics: State and local assessments	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: UCS Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	All pupils receive instruction from teachers that have received at least one day of professional development in effective use of technology.	Actual Annual Measurable Outcomes:	The district negotiated three duty days to teacher work year for professional development activities. One day was devoted to technology. Teachers were trained on Google tools, web-based assessment tools with Educator's Assessment Data Management System (EADMS), learning management systems with Edmodo, and the concept of being a facilitator of the learning based on the writing of Alan November and "Who Owns the Learning?"
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase number of duty days to provide professional development to all instructional staff	Add three professional development duty days to calendar. Funding part of Base program	One of the three added professional development days was used to provide 100% of teaching staff training on the use of technology and integrating it with the Common Core State Standards in math and English/language arts. This training was held August 6, 2014 at UCS.	Planning (one day) and training (one day) provided by school administration Resource 0900 \$1,200
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a	Training for the integration of technology with math and English/language arts will continue. In
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result of reviewing past progress and/or changes to goals?

reviewing the goals of the 2014-2015 LCAP it was determined that this goal fits better under the description of an action and/or service. As such, it will be included as an action for goal #1 in the 2015-2016 LCAP.

Original GOAL from prior year LCAP:	7. All parents will become familiar with CCSS relative to their child(ren)'s level (s); Parents assist students with CCSS learning.  Metrics: State and local assessments	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__  Local : Specify _____
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Goal Applies to:	Schools: UCS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Increased number of children whose parents are familiar with CCSS and who assist with learning.	Actual Annual Measurable Outcomes:	Throughout the year several events were held to include parents and have them participate in activities with their children at school. Information regarding the CCSS in ELA and math was shared with parents.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CCSS training offered at each school site.	Multiple trainings offered during the school year at each K-6 school and 7-8 school. Resource 0332 \$500	Multiple events are held at school where discussions regarding CCSS and its impact on students is shared with parents. These events included our Back-to-School Night (August 14, 2014), pre-conferences held the second week of school (August 18-19, 2014) with teachers and parents, mid-semester progress reporting (October 13-17, 2014), Parent Staff Organization meetings (held once every month), Informational meeting held for new incoming parents (February 3,4,10,11,19, 2014), a budget informational meeting (Nov 19 and Dec 2, 2014), Charter Council meetings (one a quarter), and our Golden Ticket assembly for new students and parents (May 29, 2015).	Organizing and planning Part of Base funding
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

What changes in actions, services, \_\_\_\_\_

and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The administration will continue to schedule and complete this action in the 2015-2016 school year. It was determined that prior activities and/or services included the goal to inform parents of the impact of CCSS on their children and that no additional action would be need to meet this goal. As such, this goal will be included in the 2015-2016 LCAP as part of goal #1.

Original GOAL from prior year LCAP:	8. 100% of instructional and administrative staff will use data management system to track student progress and use information to inform instruction.  Metrics: State and local assessments	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: UCS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Pupils receive instruction that is modified according to achievement data that is retrieved from data management system.	Actual Annual Measurable Outcomes:	A data management system and training were made available by the school district for all teachers and administration.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Pupil data used by teachers and administrators to monitor progress and plan for instruction, interventions, and provide feedback to pupil, parents regarding progress.	All teachers use student data to determine levels of achievement and learning needs to plan for instruction and assessment.  Part of Base funding	Pupil data made available for teachers using the data management system. Teachers and administrators monitor student progress and plan for instruction, interventions, and feedback to pupils and parents regarding progress. Administration meets bi-monthly to review student data collected to measure progress based on state and local assessments. Teachers meet weekly as professional learning community teams to review data and plan instruction and/or intervention based on student assessment results. Grade level and whole-staff meet quarterly to review data and plan instruction and/or intervention based on student assessment data.	Indirect Service \$0
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

What changes in actions, services, \_\_\_\_\_

and expenditures will be made as a result of reviewing past progress and/or changes to goals?

In reviewing the goals of the 2014-2015 LCAP it was determined that this goal fits better under the description of an action and/or service. As such, it will be included as an action for goal #1 in the 2015-2016 LCAP.

Original GOAL from prior year LCAP:	9. Elective courses with a focus on 21st Century skills available to all pupils. Metrics: Pupil, parent, staff surveys; suspension/expulsion rates, attendance	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: UCS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Elective courses offered weekly to all pupils.	Actual Annual Measurable Outcomes:	A weekly elective rotation schedule was created and implemented. All students were assigned elective courses for the year. Students were given an end-of-year survey which included questions regarding elective course and satisfaction of offered courses.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Elective courses offered weekly to all students.	Schedule current staff to provide elective courses.  Part of Base funding	10 teachers were assigned 1 period of elective class every other week for the entire school year. This was approximately 90 of the 180 instructional days assigned to teach an elective course for one period per day. Teachers were give the following categories from which to select and create an elective course designed as a credit/no-credit course: Integrated Technology, Art and Humanities, Exploratory Music, Performing Arts, Foreign Language, Career-Technical, Exploratory Science, or Health and Fitness.	90 days of instruction for 10 teachers 1 period Base 0900 \$37,621
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, \_\_\_\_\_

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the goals of the 2014-2015 LCAP it was determined that this goal fits better under the description of an action and/or service. As such, it will be included as an action for goal #1 in the 2015-2016 LCAP.
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>120,870</u>
The increase in funds in the LCAP year is based on supplemental grants only as the school does not qualify for concentration grant funds. The \$120,870 will be used to support low income, foster youth, and English learner pupils as outlined in section 2 of this LCAP. The actions, services, and expenditures are outlined in section 2 and have been chosen based on the responses from our school stakeholders. The main goals focus on pupil achievement, pupil engagement, school climate, and CCSS implementation. Our school has a history of academic success and a positive school culture. The actions and services represent a continued effort to maintain our efforts. The school wide approach has benefited our students in the past and we believe the school wide approach will continue to support all our students.	

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

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

7.82	%
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The percentage by which services for unduplicated pupils must be increased or improved as compared to all pupils is 7.82 %. This plan takes a school wide approach to meet the needs of all students including those identified as low income pupils, foster youth, and English learners. The funds will continue to support our current successful programs as well as add to existing ones.

1. Behavioral health for students referred to group counseling.
2. Ongoing professional development for all teaching staff with regards to Common Core State Standards implementation .
3. Additional access to technology for all students with increased access to a 1:1 ratio of mobile devices.
4. Maintain dedicated professional development days for all staff.
5. Provide training and use of instructional technology.
6. Increase parent community awareness and understanding of CCSS implementation.
7. Ongoing use of data management to evaluate student progress towards academic goals.
8. Maintain student access to elective course.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).