



Local **C**ontrol & **A**ccountability **P**lan 2016-2017

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Introduction:

LEA: San Carlos Charter Learning Center **Contact (Name, Title, Email, Phone Number):** Stacy Giles Emory, School Director, semory@scccl.net, 650.508.7343
LCAP Year: 2016 - 2017

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 school site, 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>We had an intensive stakeholder engagement process this year as part of a Strategic Planning process. We involved staff, parents, learners, and invested community members (District Staff and School Board Trustees), to hear concerns, feedback on what is working well, and what are hopes for the future. The engagement was a combination of community, Board, and staff meetings, as well as face-to-face and focus group interviews.</p>	<p>As a result of the strategic planning process, we now have a document (the Strategic Plan) that will serve as an umbrella document for both our Charter and our LCAP. Goals in the LCAP are aligned to our Strategic Plan and Charter document. The LCAP outcomes are all tied to the five goals generated in the Strategic Plan.</p>
<p>Annual Update: We did not administer the Parent or Learner surveys this year because they were not specifically aligned to strategic work we were doing. Previous years’ results indicated high levels of satisfaction in all areas, with the exception of facilities. We are moving to new facilities in the 2017 – 2018 school year and will be looking at stakeholder satisfaction in this area more closely at that time. We will also be considering the most effective way to get useful annual feedback from stakeholders regarding our progress towards our goals.</p>	<p>Annual Update: Subsequent LCAPs will serve as an annual update on our progress towards the goals and outcomes that we will have developed in our Charter document. To date, the LCAPS, while relevant to our learners and community, have not been aligned with the goals set out in our charter document. We will use the LCAP as a tool to adjust shorter-term tactics to achieve the goals.</p>

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, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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 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 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 school sites?
- 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 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?

<p>diagnostic tools and appropriate interventions</p>			<p>days: \$4000</p> <p><i>Let's Go Learn</i> License: \$5000</p> <p>Test Costs for DIBELS pilot with K/1: \$100.00</p> <p>Dream Box license: \$4,400</p>
<p>Raise awareness of learner voice and choice in the core components of the school day.</p> <ul style="list-style-type: none"> • Evaluate current areas, both academic and social, where learners are offered choice • Look for ways to promote and expand learner voice and choice • Raise awareness of learners and families on opportunities for choice 	<p>LEA/ School-wide</p>	<p><input checked="" type="checkbox"/> <u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Draft K-8 grade-level benchmarks in social studies and science. - Draft 3/4 and 7/8 grade-level benchmarks in Spanish and P.E. - 80% attendance of staff at Multi-age PD offerings. - Vertical leadership team formed and met at least 3 times to research the teaching of reflection and metacognition. 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>K-8 Educators will create grade level measures of growth in Science and Social Studies.</p> <p>Math and ELA teams create/identify assessments and tracking systems for measures of growth</p>	<p>LEA/ School-wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Atlas Rubicon System: \$3500</p> <p>Subs for release days: \$4000</p>
<p>Staff will continue work on facilitating effective differentiation in the classroom.</p> <ul style="list-style-type: none"> • Staff PD on effective Multi-age instruction • Staff will continue work on identifying diagnostic tools and appropriate interventions 	<p>LEA/ School-wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>PD costs and Subs for release days: \$15,000</p> <p><i>Let's Go Learn</i> License: \$5000</p> <p>Test Costs for DIBELS pilot with K/1:</p>

			\$100.00
			Dream Box license: \$4,400
Develop avenues for learners to better visualize and understand their thinking and development, aligned with growth measures.	LEA/ School-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - 75% of Learners will be at or above grade level using end-of-year benchmarks designed by educators. - Initial steps identified for roll out of instructional approach to incorporate the teaching of metacognition. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Science and Social Studies teams create/identify assessments and tracking systems for measures of growth	LEA/ School-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Atlas Rubicon System: \$3500
Staff will continue work on facilitating effective differentiation in the classroom. <ul style="list-style-type: none"> • Staff PD interventions or • Staff will continue work on identifying diagnostic tools and appropriate interventions 	LEA/ School-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	PD costs and Subs for release days: \$15,000 <i>Let's Go Learn</i> License: \$5000

			<p>Test Costs for DIBELS pilot with K/1: \$100.00</p> <p>Dream Box license: \$4,400</p>
<p>Develop avenues for learners to better visualize and understand their thinking and development, aligned with growth measures.</p> <ul style="list-style-type: none"> Establish instructional approach to teaching reflection and metacognition 	<p>LEA/ School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>PD and instructional materials: \$2,500</p>

Re-evaluate experiential learning opportunities (milestones, field trips, and enrichments) for: <ul style="list-style-type: none"> • Sustainability given increasing learner population • Relevance to curriculum • Opportunities to include service component or civic engagement, technology, and design thinking 	LEA/ School-wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	Sub costs for release time: \$1,000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - 80% attendance by staff at PBL professional development opportunities. - 90% of learners participate in school-wide design challenge. - Internal curriculum share out 3x during school year (1x per trimester) - 100% of classrooms will be observed implementing PBL as defined by our shared definition 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Identify opportunities for PBL Professional Development for Educators • Curriculum development around reworking projects • Provide opportunity for educators to use internal protocol for sharing and receiving feedback on curriculum developed 	LEA/ School-wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	PD costs and Subs for release days: \$15,000
<ul style="list-style-type: none"> • Implement a school-wide, K-8 design thinking challenges that aim to address real world problems 	LEA/ School-wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	Support materials: \$1,000
<ul style="list-style-type: none"> • Begin re-design of enrichment offerings to: <ul style="list-style-type: none"> ○ Increase technology and engineering opportunities ○ Provide scaffolded offerings in art, 	LEA/ School-wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	Update technology infrastructure: \$36,000

music, and technology K-8

Enrichment class costs:
\$32,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- At least one project at each grade level will have an integrated service or community component that is related to a real-world issue.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Continue curriculum development around reworking projects <ul style="list-style-type: none"> ○ Begin integration of projects with a service component or opportunity for learners to interact with communities other the San Carlos ○ 	LEA/ 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) _____	Sub costs for release time: \$4,000
<ul style="list-style-type: none"> • Re-assess materials and literature to promote social and cultural awareness • Present learners with age-appropriate current events that will increase social consciousness 	LEA/ 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) _____	Supplemental Instructional materials: \$1,500
<ul style="list-style-type: none"> • Establish partnerships with Bay Area non-profits or other school communities in relation to grade level or school-wide projects 	LEA/ 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) _____	

GOAL:	3. Foster a collaborative and sustainable professional environment that encourages educators to build shared understanding of CLC's approach and continuously evolve.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need:	A targeted plan for cohesive staff professional development that utilizes internal and external resources effectively			
Goal Applies to:	Schools:	San Carlos Charter Learning Center		
	Applicable Pupil Subgroups:	All students		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Training resources for Atlas Rubicon curriculum system will be created and published in a shared space for educator reference. - 100% of Classroom Educators will demonstrate competency in Atlas system by adding or revising part of curriculum maps during the 2016 - 2017 school year. - Key instructional practices (past and present) will be documented and published in a shared space for educator reference. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Define and articulate CLC core instructional approaches <ul style="list-style-type: none"> • Articulate values and core practices • Document past theories and approaches to better understand the evolution of CLC program • Define current approach to core instructional practices 	LEA/ School-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Staff Retreat (supported by grant)
Establish vertical alignment leadership teams and	LEA/	<u>X</u> ALL		

protocol <ul style="list-style-type: none"> Partner individuals on staff for observation and collaboration Increase Substitute Pool so staff can have release days 	School-wide	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)_____	
Develop training for use of Atlas Rubicon curriculum mapping system and expectations for use	LEA/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)_____	Staff admin costs and DOJ fees: \$600.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Template created and piloted for individual Professional Development Plan (1 and 3 year). - Shared physical space for educator resources created in new facility. - Clear review process of Atlas Curriculum maps articulated and published for staff. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create and formalize template and process from individual professional development plans (1 and 3 years)	LEA/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)_____	PD for staff based on their plans: \$15,000
Vertical alignment leadership teams continue to own and drive curriculum initiatives in content areas <ul style="list-style-type: none"> Create a bank of resources and references Develop shared spaces for educator materials and resources 	LEA/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)_____	
Create bi-annual process for periodic review of curriculum maps in Atlas Rubicon system	LEA/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)_____	PD for staff on Atlas system: \$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - 100% of staff will demonstrate active edits and additions to their curriculum maps as documented by established review process. - 3 staff meetings will be dedicated to shared review of curriculum maps - Staff mentor/mentees will have met at least 4x during 2018 – 2019 school year. - 75% of Classroom Educators will have a specific and measurable professional development plan
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engage in open review of grade-level curriculum maps (Enduring Understandings, Essential Questions, Skills, Content, and Activities).	LEA/ 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)_____	
Develop cross-grade level mentor/mentee relationships and process for building relationships and sharing knowledge	LEA/ 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)_____	
	LEA/ 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)_____	

GOAL:	4. Create opportunities for families to feel connected to CLC and equipped to positively contribute to the learning experience for all learners, including their children.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need:	We place a high value on parent engagement and need to provide more support and education for our families and volunteers
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Goal Applies to:	Schools: San Carlos Charter Learning Center
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Successful hire of Volunteer Coordinator. - 70% of families record their volunteer hours. - 85% of parents self-identify as feeling connected to CLC (via parent survey results) - Recommendations from Parent Leadership and Staff team on improving relevance of community events.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish a Volunteer Coordinator position to manage family and community volunteers and volunteer opportunities <ul style="list-style-type: none"> • Establish rapport with key stakeholders • Re-articulate and emphasize expectations for CLC Family volunteer commitment <ul style="list-style-type: none"> ○ Develop reliable method to track volunteer participation ○ Communicate expectations and purpose around recording hours 	LEA/ School-wide	<u> X </u> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Volunteer Coordinator Position: \$30,000
<ul style="list-style-type: none"> • Define purpose and goals of community events. • Evaluate if existing events are meeting the defined goals and supplement and adapt events, as needed. 	LEA/ School-wide	<u> X </u> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide family education opportunities <ul style="list-style-type: none"> • Create a defined set of baseline volunteer skills in which all volunteers need to be trained in • Formalize grade-level transition nights • Provide at least one tour/open house throughout the year for current families and parents 	LEA/ School-wide	<input checked="" type="checkbox"/> <u>X</u> ALL <hr/> 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)_____	Stipends for Staff Presenters: \$5,000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Additional modules of Atlas curriculum website made public to parents and community. - 45% of families will participate in skill collection system. - 80% of parents will agree or strongly agree that CLC provides them with information about grade-level standards that their child is responsible for mastering. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Create a system to identify current parent and family skillsets, resources, and capacity • Explore tools to match individuals to volunteer opportunities 	LEA/ School-wide	<input checked="" type="checkbox"/> <u>X</u> ALL <hr/> 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)_____	Volunteer Coordinator Position: \$30,000
<ul style="list-style-type: none"> • Communicate grade level goals and objectives in a way that is accessible to families • Publicize relevant components of Atlas Rubicon curriculum mapping system for families 	LEA/ School-wide	<input checked="" type="checkbox"/> <u>X</u> ALL <hr/> 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)_____	Stipends for Staff Presenters: \$5,000
Work on school website to make it a more effective information dissemination and reference tool. Research feasibility and capacity to redesign classroom websites to align with main site.	LEA/ School-wide	<input checked="" type="checkbox"/> <u>X</u> ALL <hr/> 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)_____	

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Record of attendance at 3 Parent Education Nights on CLC academic program or volunteerism. - Families (with one child at CLC) will average 70 volunteers hours during the year (as measured by recorded hours in Volunteer Hour Log). 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Establish leadership of community and grade-level events; coordinate with staff and Parent Leadership teams.</p>	<p>LEA/ School-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Volunteer Coordinator Position: \$30,000</p>
<p>Continue to develop family education curriculum.</p> <ul style="list-style-type: none"> • Articulate CLC’s teaching methods and philosophies • Develop Enrichment orientation and subsequent training sessions 	<p>LEA/ School-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Stipends for Staff Presenters: \$5,000</p>
<p>Continue to develop website.</p> <ul style="list-style-type: none"> • Work to align classroom websites with school site with the intention of unifying platforms 	<p>LEA/ School-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</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 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?

Original GOAL from prior year LCAP:	Provide support for educators to align curriculum and instruction with Common Core State Standards (CCSS)	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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: San Carlos Charter Learning Center	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	Complete CCSS-aligned curriculum maps in Mathematics - CCSS-aligned benchmarks in mathematics and writing - Identify growth targets based on analysis of first year of CAASPP results	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Staff did team-level work on establishing benchmarks in writing and mathematics. This identified the need to have a shared K-8 consensus about what we mean by “grade –level benchmarks” “exit outcomes” and “learner targets”. This needs to be defined before we can create the actual measures. - We reviewed the 2015 CAASPP results for our learners, looking to see if the results supported or refuted other assessments that we administer. We are waiting for another year of data (so we can have two consecutive years) to analyze what represents appropriate growth targets.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide release days for grade level teams to build curriculum maps and benchmarks	Atlas Rubicon System: \$3000 Subs for release days:	Staff used release days for a variety of curriculum-related work days (math, ELA), which included documenting curriculum in the Atlas	Atlas Rubicon System: \$3000 Subs for release days:

<p>Dedicate monthly Staff Meeting time to focus on assessment:</p> <ul style="list-style-type: none"> - Collaborate on creating CCSS- aligned benchmarks for ELA and Mathematics - Analyzing student work and CAASPP assessment data to set growth target 	<p>\$9000</p>	<p>At Staff meetings we focused on writing this year. K-8 articulation with Writers' Workshop. Use of common language, materials. rubrics, and methodology.</p> <p>As a staff, we reviewed and discussed the CAASPP results, writing assessments, and the MARS assessments.</p> <p>We also researched and invested in new curricular materials (in both ELA and mathematics) that are more closely aligned with the CCSS.</p>	<p>\$9000</p> <p>Curriculum materials: \$6250</p>
<p>Scope of service: LEA/School wide</p>		<p>Scope of service: LEA/School wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Update technology infrastructure (Chromebooks, printers, MacBooks, and presentation systems)</p> <p>Provide professional development support for new educators</p> <ul style="list-style-type: none"> - BTSA for new ¾ Educator - SVMI Coaching Institute for new ¾ and K/1 educators 	<p>\$32,000</p> <p>BTSA: \$4000</p> <p>SVMI Membership: \$2000</p> <p>Coaching Institute:</p>	<p>Spent additional funds to refresh educator lap tops in addition to the originally planned classroom technology purchases</p> <p>Added K/1 Educator to BTSA program</p> <p>4 Educators attended the SVMI Coaching Institute and five follow-up professional development days</p>	<p>\$56,287</p> <p>BTSA: \$8000</p> <p>SVMI Membership: \$2000</p> <p>Coaching Institute:</p>

		\$3000 Subs for follow up: \$3000			\$2000 Subs for follow up: \$3000
Scope of service:	LEA/School wide		Scope of service:	LEA/School wide	
<input checked="" type="checkbox"/> ALL			<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)_____			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?	We will continue to have BTSA support for another year for the ¾ Educator and for new 5/6 Educator. Will add additional classroom and educator technology to continue with our refresh cycle. We will not be sending any educators to the SVMl Coaching Institute next year but will continue to be a member of SVMl Consortium. We will establish shared K-8 definitions of grade-level benchmarks and learner targets so we have consistency across grade levels when we create the actual measures of growth or annual benchmarks.				

Original GOAL from prior year LCAP:	Develop a multi-year plan to implement Response to Intervention (Rtl) at CLC.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	San Carlos Charter Learning Center		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - 80% staff attendance at Rtl Professional Development days - Development of preliminary Rtl implementation plan - Rtl team will administer universal screening tool to all learners 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> - We had 80% attendance at both our summer PD day and our fall PD day. - Accomplished initial steps in creating an effective multi-tiered support system for our learners: created a shared understanding of the approach, how to identify learners that need support, and how to match the appropriate level of support (<i>who</i> needs more help and <i>why</i> they need more help) - Use universal screening tool for 2nd – 8th grade learners
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
All staff Professional Development on Rtl model Piloting diagnostic and monitoring math and ELA assessments	\$4000 <i>Let's Go Learn</i> License: \$5000 Release days	Two full days of Professional Development (August 24 and November 2, 2016) We piloted <i>Let's Go Learn</i> , 2 nd – 8 th grade. Identified a screening tool to use next year for Kindergarten and 1 st grade learners	\$4386 <i>Let's Go Learn</i> License: \$5000	

		for Training and Admin: \$2400	In addition to the all-staff professional development, smaller groups attended conferences on effective interventions for behavior needs and mathematics.	Training and Admin: \$2596
Scope of service:	LEA/School wide		Scope of service:	LEA/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)_____	
Formation of cross-grade level staff team to develop a three-five year Rtl implementation plan		Release days: \$3000	No formal team was created. Steps for the formation of an implementation plan will be part of 2016 -2017 LCAP	\$0
Scope of service:	LEA/School wide		Scope of service:	
<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?	Figuring out how to best serve and support all our learners is an on-going process. The more we learn about creating and implementing an effective multi-tiered support system for learners, the more we see intermediary steps that we need to take. We will continue to identify diagnostic tools (especially for mathematics) and match appropriate interventions to the identified needs. We are looking to increase the diversity of our Tier 1 (classroom-based) and Tier 2 (extra time/focused service) interventions (both General Ed based).			

Develop a Learning Center model for children with Individualized Education Plans (IEPs) needing Specialized Academic Instruction

Related State and/or Local Priorities:
 1 __ 2 3 __ 5 6 __ 7 8 __
 COE only: 9 __ 10 __
 Local : Specify _____

Goal Applies to: Schools: San Carlos Learning Center
 Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - At least 80% of annual IEP goals will be achieved - An effective service implementation schedule is created to meet the needs of learners with IEPs (based on educator feedback) 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> - 60% of annual IEP goals were achieved for 2015-2016 school year. - Service implementation schedule was created to meet the needs of learners with IEPs based on Educator feedback.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create a new space for the Learning Center	Rent for additional room: \$15,000 Additional staff time to set up new space \$ 1000	A new space was created for the Learning Center classroom Staff were given extra hours to set up space	Rent for additional room: \$15,000 Additional staff time to set up new space \$ 1000
Increase Administrative support for Special Education program	Increase in Dir. Of Learner Services position from 0.5 FTE to 0.6 FTE: \$10,500	Increased Administrative support for Special Education program	Increase in Dir. Of Learner Services position from 0.5 FTE to 0.6 FTE: \$10,346

Scope of service:	LEA/School wide		Scope of service:	LEA/School wide	
<input type="checkbox"/> ALL			<input 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) <u>Students with disabilities</u>			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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>		
Provide Learning Center with appropriate reading, writing, and mathematics curricula and testing protocols Team led by the Director of Learner Services will design an instrument to collect stakeholder feedback on the Learning Center model	\$8000		Provide Learning Center with appropriate reading, writing, and mathematics curricula and testing protocols 10 Individual and team meetings with general education and special education staff to gather feedback on Learning Center model were conducted. More formal data collection and staff-wide survey still needs to be conducted.	\$6940	
Scope of service:	LEA/School wide		Scope of service:	LEA/School wide	
<input type="checkbox"/> ALL			<input 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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with disabilities</u>			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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The SpEd population that we serve is in constant flux. Based on the learners that we anticipate serving next year, we will increase of RSP Educators from 1.6 FTE to 2.0 FTE. In addition, we will continue to have 2 full-time Inclusion Support staff to assist Gen Ed educators in the classroom. In addition, we are hiring a more experienced Inclusion Specialist to focus on social pragmatics and the generalization of skills taught in the Learning Center into the gen ed classroom. Additionally we are increasing the service of our SLP (from 0.5 FTE to 0.6) and OT (from 20 hrs/mo to 24 hrs/mo) specialists. We are also investing in professional development in math interventions and Guided Reading Classroom sets to use in the Learning Center Environment.				

Original GOAL from prior year LCAP:	Strengthen and promote family involvement.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: San Carlos Charter Learning Center Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - 75% of families will record their volunteer hours - 65% participation rate for Parent Survey - Creation and evaluation of web-based interface for volunteer needs - Record of parent attendance at parent trainings 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Not met because our web-based application was malfunctioning and parents were unclear if recording hours was still expected. - Did not administer the Parent Survey this year. Instead, involved parents in Strategic Planning Process to elicit their feedback. - We had: <ul style="list-style-type: none"> o 15 parents at Gender Spectrum Parent Ed night o 30 parents at Executive Functioning Parent Ed night o 50 attendees at our Parent Stakeholder Town Hall Meeting.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Centralize and increase visibility of volunteer needs/opportunities by using a web-based tool	Volunteer Coordinator: \$29,500 Enrichment Coordinator stipend:	Volunteer Coordinator was envisioned to be part of the Director of Educare position. Due to the successful expansion of the Educare Program, there was not much capacity for the Volunteer Coordination aspect. VC did set up a pilot group with iVolunteer to help manage the volunteers in K/1 enrichments. It was an effective tool and we	Volunteer Coordinator: \$29,500

<p>SCCLC Staff to manage elective program logistics (programming, staffing, and space) to free up families to support the program by volunteering directly with learners</p>	<p>\$10,000</p>	<p>are looking to expand it to other areas next year.</p> <p>We were unable to find someone to fill this position. We continued to use parents and staff to organize the enrichment program. Cost of staff time is not included in this estimate. A significant amount of staff time was devoted to organizing, coordinating, and communicating about enrichment classes.</p>	<p>Enrichment Coordinator stipend: \$0</p>
<p>Scope of service:</p>	<p>LEA/School wide</p>	<p>Scope of service:</p>	<p>LEA/School wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>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)_____</p>		<p>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)_____</p>	
<p>Provide meaningful opportunities for family participation</p> <ul style="list-style-type: none"> - Establish and communicate school's priorities for volunteering - Volunteer Interest survey - Reflect and expand ideas on what "volunteering" is 		<p>We re-evaluated some volunteer-heavy community events and discontinued them as a way to refocus volunteer resources (e.g., Back-to-School picnic and end of school picnic). Administration and Parent Resource Team Leadership met with staff to discuss how to use parents and pare back what wasn't really necessary getting staff to communicate to their classroom communities. Educator worked with families to be more flexible with the ways in which parents can participate (for example, opened up to the idea of job-sharing classroom positions).</p> <p>Administered Volunteer Interest Survey. The results were disseminated to classroom educators and room representatives</p>	

Provide two volunteer-related events for parents (e.g., classroom management tips, opportunities and strategies on how to fit volunteering into schedule)			We did not offer any parent evening specifically on volunteering other than our new parent orientation.	
Scope of service:	LEA/School wide		Scope of service:	LEA/School wide
<input type="checkbox"/> ALL			<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)_____			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?		We will be focusing on ways for families to feel more connected to the CLC community. To recruit, support and improve communication with our volunteers, we are looking to create a separate position of Volunteer Coordinator.		

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 school site 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:	\$14,362
2.86% of our enrollment is unduplicated pupils. Given this relatively low percentage, all of the goals that we have set will benefit all learners. However, the goals related to the continued development of a multi-tiered support system will be effective in meeting the needs of our English Language Learners, in addition to other learners who may be having trouble accessing our general education curriculum. An engaging, hands-on curriculum aligned to CCSS will also benefit English Language Learners and students with disabilities.	
We have not called out in our goals the supports we already have in place for our struggling learners. Annually, we invest \$75,000+ in literacy and numeracy support and \$40,000 in a School Counselor. Our Literacy and Numeracy Specialists and School Counselor provide a critical safety net for our most vulnerable learners.	

- 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.

0.54	%
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Our supplemental funds allow us to retain our Literacy and Numeracy support. In addition, we are increasing our Inclusion Support staff by 1.0 FTE.

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).

01-13-15 [California Department of Education]