

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:****LEA: Urban Montessori Charter School****LCAP Year: 2014****Contact (Name, Title, Email, Phone Number): Jill Stansbury, Head of School, jill@urbanmontessori.org, 510-842-1181 x. 3*****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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Board of Directors	World language implementation was pushed out several years to focus on math, language and social/emotional education.
Family Advisory Council, Student Support Committee and English Learner Advisory Council	Parent education activities to increase academic support at home were added to the plan.
Responsiveness to Instruction Team	Professional development in tier one interventions was added as were stipends for general education and after school teachers to participate in the tier two CARE committee.
Board Academic Oversight and Finance Committees	Teacher coaches in common core mapping/content, Montessori implementation and classroom climate were added to the plan.

## **Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific

metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

**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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>#1 English Language Arts Outcomes Improvement- Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress</p> <p>Parent participation in supporting English language arts at home</p>	<p>Children are expected to read grade appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understanding clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English language. Children will be expected to demonstrate and apply their understanding on a variety of performance assessments.</p>	<p>-Low socio-economic students and English Language Learners</p> <p>-Special Education Students</p>	<p>Not applicable</p>	<p>-Smarter Balanced (3rd and 4th Grade) Baseline year -NWEA (K, 1, 2, 4) Baseline year (3<sup>rd</sup> Grade) Annualized cohort growth of 5% of all students and subgroups in proficient and advanced bands</p> <p>- Will achieve 75% of the goals set out in their individualized education programs</p>	<p>-Smarter Balanced (3rd - 5th Grade) -NWEA (K - 5) Annualized cohort growth of 5% of students in proficient and advanced bands</p> <p>- Will continue to achieve 75% of the goals set out in their individualized education programs</p> <p>-Parent workshop participation-baseline year</p>	<p>-Smarter Balanced (3rd - 6th Grade) -NWEA (K - 6) Annualized cohort growth of 5% of students in proficient and advanced bands</p> <p>-Will continue to achieve 75% of the goals set out in their individualized education programs</p> <p>-Parent workshop participation-baseline + 5%</p>	<p>o Priority 1: Conditions of Learning: Credential and Materials</p> <p>o Priority 2: Conditions of Learning: Implementation of State Standards</p> <p>o Priority 3: Parent Involvement</p> <p>o Priority 4: Pupil Outcomes: Pupil Achievement</p> <p>o Priority 7: Conditions of Learning: Course Access</p>	

<p><b>#2 Mathematics Outcomes Improvement- Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress</b></p> <p><b>Parent Participation in supporting math at home workshops</b></p>	<p>Mathematics and Geometry- Children will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning. Children will be expected to demonstrate and apply their understanding on a variety of performance assessments.</p>	<p>Low socio-economic students and English Language Learners</p> <p>-Special Education Students</p>	<p>Not applicable</p>		<p><b>-Smarter Balanced (3rd and 4th Grade)</b> Baseline year <b>-NWEA (K, 1, 3, 4)</b> Baseline year <b>(2nd Grade)</b> Annualized cohort growth of 5%</p> <p>- Will achieve 75% of the goals set out in their individualized education programs</p>	<p><b>Smarter Balanced (3rd - 5th Grade) and NWEA (K - 5)</b> Annualized cohort growth of 5% of students in proficient and advanced bands</p> <p>- Will continue to achieve 75% of the goals set out in their individualized education programs</p> <p><b>-Parent workshop participation- baseline year</b></p>	<p><b>Smarter Balanced (3rd - 6th Grade) and NWEA (K - 6)</b> Annualized cohort growth of 5% of students in proficient and advanced bands</p> <p>- Will continue to achieve 75% of the goals set out in their individualized education programs</p> <p><b>-Parent workshop participation- baseline + 5%</b></p>	<p><i>o Priority 1: Conditions of Learning: Credentials and Materials</i></p> <p><i>o Priority 2: Conditions of Learning: Implementation of State Standards</i></p> <p><i>o Priority 3: Parent Engagement</i></p> <p><i>o Priority 4: Pupil Outcomes: Pupil Achievement</i></p> <p><i>o Priority 7: Conditions of Learning: Course Access</i></p>
<p><b>#3 English Language Learners</b> <i>(inc CELDT &amp; reclassification goals)</i> Progress until reclassification as English language fluent</p>	<p>English language fluency</p>	<p>English Language Learners</p>	<p>Not applicable</p>		<p>-One level of growth per year for beginner and early intermediate -Intermediates will progress to early advanced within two years</p>	<p>-One level of growth per year for beginner and early intermediate -Intermediates will progress to early advanced within two years</p>	<p>-One level of growth per year for beginner and early intermediate -Intermediates will progress to early advanced within two years</p>	<p><i>o Priority 4: Pupil Outcomes: Pupil Achievement</i></p> <p><i>o Priority 7: Conditions of Learning: Course Access</i></p>



<p><b>#4</b> <b>School Culture</b> <i>(attendance and enrollment)</i></p>	<p>Increase attendance to improve academic outcomes</p>	<p>All students and applicable subgroups</p>	<p>Not applicable</p>		<p>Increase average daily attendance (ada) by 1%</p>	<p>Increase ada by 1%</p>	<p>Increase ada by 1%</p>	<p>o <i>Priority 5: Engagement: Pupil Engagement</i></p>
<p><b>#4</b> <b>School Culture</b> <i>(discipline, suspension, KPIs)</i></p>	<p>Increase time students spend receiving instruction by reducing referrals and suspensions</p>	<p>All students and applicable subgroups</p>	<p>Not applicable</p>		<p>Reduce the number of office referrals by 25% and maintain low number of suspensions</p>	<p>Reduce the number of office referrals by 25% and maintain low number of suspensions</p>	<p>Reduce the number of office referrals by 25% and maintain low number of suspensions</p>	<p>o <i>Priority 6: Engagement: School Climate</i></p>
<p><b>#5</b> <b>School Climate</b> <i>(must include goal for safety and school connectedness)</i></p>	<p>Implement the school safety plan inclusive of annual student survey with baseline questions for safety and connectedness</p> <p>Maintenance of a safe facility</p>	<p>All students and applicable subgroups</p>	<p>Not applicable</p>		<p>- Baseline survey -Score of 94% or "good" on the state Facility Inspection Tool (FIT) report</p>	<p>-- Increase in student perception of safety by 5% or maintenance of total of 90% or higher</p> <p>-Increase in student perception of connectedness by 5% or maintenance of total of 90% or higher</p> <p>-Maintenance of "good" score on the FIT report</p>	<p>- Increase in student perception of safety by 5% or maintenance of total of 90% or higher</p> <p>-Increase in student perception of connectedness by 5% or maintenance of total of 90% or higher</p> <p>-Maintenance of "good" score on the FIT report</p>	<p>o <i>Priority 6: Engagement: School Climate</i> o <i>Priority 1: Conditions of Learning:</i></p>
<p><b>#6</b> <b>Technology</b> <i>(above and beyond goals for ALL students)</i></p>	<p>Not applicable</p>							

<p><b>#7 Design Thinking</b></p>	<p>To develop students' creative competency</p>	<p>All students and applicable subgroups</p>	<p>Not applicable</p>		<p>Student participation in two annual Design Thinking initiatives</p>	<p>-Student participation in two Design Thinking initiatives -Create a design thinking portfolio assessment rubric</p>	<p>-Student participation in two Design Thinking initiatives -Establish a portfolio baseline with an annualized school-wide increase of 5% of students scoring 4 out of 5 in following years</p>	<p><i>o Priority 8: Pupil Outcomes: Other Pupil Outcomes</i></p>
<p><b>#8 World Languages</b></p>	<p>To prepare students for high school and the job market</p>	<p>All students and applicable subgroups</p>	<p>Not applicable</p>		<p>Identify and pilot a Common Core and Montessori aligned curriculum for world language instruction in 4th – 6<sup>th</sup> grades</p>	<p>-Implement Spanish in the 4th and 5th grade -Create a world language portfolio assessment rubric and establish a baseline for 4th and 5th grade -Identify Common Core and Montessori aligned curriculum for world language in lower grades</p>	<p>-Implement Spanish in the TK/K Program -Increase of 5% of students scoring 4 out of a 5 point rubric after baseline year</p>	<p><i>o Priority 8: Pupil Outcomes: Other Pupil Outcomes</i></p>

**Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Description of Specific Actions / Services	Related Expenditures	Annual Update: Analysis of Progress	Estimated Costs	'14-'15	'15-'16	'16-'17	Fund Sources
<p><b>#1 English Language Arts</b>                      Use of Standards aligned instructional materials and strategies  <i>(including Software, Leveled libraries, etc)</i>                      1. <i>Jr. Great Books</i>                      2. <i>Handwriting without Tears</i>                      3. Implement a school-wide developmental spelling curriculum                      4. Accelerated Reader                      5. Electronic Common Core aligned student work tracker                      6. Northwest Education Association Common Core aligned computer benchmark testing                      7. Creation of Section Leader position to guide the process of aligning state standards with instruction across all subject areas at the school                      8. Create a Common Core aligned English language arts portfolio assessment                      9. Implement a standards aligned writing rubric                      10. Have Common Core aligned materials a in the 4th, 5th and 6th grade expansion                      11. Reduce the number of students performing below grade level by having an Academic Interventionist, school-wide intervention materials and curriculum, and</p>	<p>1. Purchase of books and training for Jr. Great Books curriculum                      2. Handwriting without Tears curriculum acquisition and teacher training                      3. Teacher training, manuals and hands on materials for spelling                      4. Annual software license fee                      5. Annual software usage fee for electronic student work tracking system                      6. Northwest Education Association testing fee                      7. Section leader stipends                      8. Employee work time                      9. Purchase of Product                      10. Purchase instructional materials and send the Upper Elementary teacher to training                      11. Teacher salary, AIMS Web computerized curriculum based measurement access,</p>		<p>1. \$10,500                      2. \$4,500                      3. \$5,500                      4. \$12,000                      5. \$9,800                      6. \$15,000                      7. \$9,000                      8. \$500                      9. \$500                      10. 48,000                      11. \$45,000                      12. \$700                      13. \$6000</p>	<p>1. \$0                      2. \$0                      3. \$0                      4. \$0                      5. \$0                      6. \$5000                      7. \$3,000                      8. \$0                      9. \$0                      10. \$8,000                      11. \$15,000                      12. \$0                      13. \$2000</p>	<p>1. \$8,500                      2. \$3,000                      3. \$500                      4. \$6,000                      5. \$4,900                      6. \$5000                      7. \$3,000                      8. \$500                      9. \$500                      10. \$16,000                      11. \$15,000                      12. \$500                      13. \$2000</p>	<p>1. \$2,000                      2. \$1,500                      3. \$5,000                      4. \$6,000                      5. \$4,900                      6. \$5000                      7. \$3,000                      8. \$0                      9. \$0                      10. \$24,000                      11. \$15,000                      12. \$200                      13. \$2000</p>	<p>Other state revenue, general purpose entitlement funds</p>

<p>curriculum based measurements          12. Creation of parent education program to support literacy development at home          13. Recruit a teacher and an aftercare employee a stipend to be on the CARE Team</p>	<p>intervention materials, and curriculum          12. Planning time          13. Stipends for regular and extended day teachers</p>						
<p><b>#2 Mathematics</b>          1. Montessori Compass Common Core aligned student work tracker          2. Northwest Education Association Common Core aligned computer benchmark testing          3. Create a Common Core aligned math portfolio assessment          4. Have Common Core aligned materials and curriculum in the 4th, 5th and 6th grade expansion          5. Reduce the number of students performing below grade level by having an academic interventionist, school-wide intervention materials and curriculum, and curriculum based measurements          6. Creation of parent education program to support numeracy development at home          7. Recruit a teacher and an aftercare employee a stipend to be on the CARE Team.          8. Creation of Section Leader position to guide the process of aligning state standards with instruction in math, and in creating curriculum to address gaps or areas in need of bolstering</p>	<p>1. Annual software usage fee          2. Annual software usage fee          3. Employee work time          4. Purchase the materials and send the teacher to training          5. Teacher salary, AIMSweb computerized based measurement access, intervention materials and curriculum          6. Planning time          7. Stipends          8. Stipends</p>		<p>1. Priced above          2. Priced above          3. \$0          4. Priced above          5. Priced above          6. \$ 500          7. Priced above          8. Priced above</p>	<p>1. \$0          2. \$0          3. \$ 500          4. \$ 0          5. \$ 0          6. \$ 0          7. \$ 0          8. \$ 0</p>	<p>1. \$0          2. \$0          3. \$ 0          4. \$ 0          5. \$ 0          6. \$ 500          7. \$ 0          8. \$ 0</p>	<p>1. \$0          2. \$0          3. \$ 0          4. \$ 0          5. \$ 0          6. \$ 0          7. \$ 0          8. \$ 0</p>	<p>Other local revenue, other state revenue, general purpose entitlement funds,</p>
<p><b>#3 English Language Learners (ELL)</b>          1. Implement EL Achieve training for teachers that will be instructing ELL          2. Create a testing coordinator position to implement formative and summative ELD assessments</p>	<p>1. Purchase materials and train teachers          2. Salary</p>		<p>1. \$8,000          2. \$30,000</p>	<p>1. \$0          2. \$0</p>	<p>1. \$6,000          2. \$15,000</p>	<p>1. \$2,000          2. \$15,000</p>	<p>Federal revenue, other local revenue, other state revenue, general purpose entitlement funds</p>

<p><b>#4</b> <b>School Culture</b> <i>Attendance and Enrollment</i></p> <ol style="list-style-type: none"> <li>1. Change independent study policy so that students can do 2 days without advanced notice.</li> <li>2. Use a spirit stick to give to the class with the highest attendance each week to generate excitement</li> <li>3. Family outreach</li> </ol> <p><i>Discipline and Suspension</i></p> <ol style="list-style-type: none"> <li>4. Train new early childhood and early elementary teachers in <i>Positive Discipline and Honoring the Light of the Child</i></li> <li>5. Offer a weekly Teacher's Helping Teacher's session to support consistent <i>Positive Discipline</i></li> <li>6. Train upper elementary teachers in <i>Mosaic Project</i> social and emotional curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrative time to redesign and implement</li> <li>2.- 3. School Climate Coordinator tracks and implements this</li> <li>4. Professional development and teacher manuals</li> <li>5. Planning and implementation time</li> <li>6. Manual and workshop</li> </ol>		<ol style="list-style-type: none"> <li>1. \$1000</li> <li>2.-3.\$ 125,000</li> <li>4. \$3000</li> <li>5. \$0</li> <li>6. \$1350</li> </ol>	<ol style="list-style-type: none"> <li>1. \$1000</li> <li>2-3. \$25,000</li> <li>4. \$0</li> <li>5. \$0</li> <li>6. \$0</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2-3. \$50,000</li> <li>4. \$2500</li> <li>5. \$0</li> <li>6. \$450</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2-3. \$50,000</li> <li>5. \$0</li> <li>6. \$900</li> </ol>	<p>Other local revenue, other state revenue, general purpose entitlement funds</p>
<p><b>#5</b> <b>School Climate</b></p> <ol style="list-style-type: none"> <li>1. Train teachers in <i>Olweus Safe Schools Curriculum</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Manuals and training</li> </ol>		<ol style="list-style-type: none"> <li>1. \$630</li> </ol>	<ol style="list-style-type: none"> <li>1. \$30</li> </ol>	<ol style="list-style-type: none"> <li>1. \$400</li> </ol>	<ol style="list-style-type: none"> <li>1. \$200</li> </ol>	<p>Other local revenue, other state revenue, general purpose entitlement funds</p>
<p>Extended Learning Time <i>(including summer school, before and after school, extended day, etc)</i> <i>Summer School</i></p>							
<p>Increased Access to Technology <i>(including hardware and IT)</i></p>	<ol style="list-style-type: none"> <li>1. 96 Chrome books and 6 lap top carts over three years</li> <li>2. Testing and Technology Coordinator</li> <li>3. Increase bandwidth of internet</li> </ol>		<ol style="list-style-type: none"> <li>1. \$27,000</li> <li>2. Priced above</li> <li>3. \$10,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$9,000</li> <li>2. \$0</li> <li>3. \$0</li> </ol>	<ol style="list-style-type: none"> <li>1. \$9,000</li> <li>2. \$0</li> <li>3. \$10,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$9,000</li> <li>2. \$0</li> <li>3. \$0</li> </ol>	<p>Other local revenue, other state revenue, general purpose</p>

	service						entitlement funds
Auxiliary Services for students and parents <i>(including parent coordinator, family resource centers, etc.)</i>	<ol style="list-style-type: none"> <li>1. School Climate Coordinator job description to include parent advocacy and social skills groups for students</li> <li>2. Offer <i>Parenting the Positive Discipline Way</i> in English and in Spanish</li> <li>3. Offer a <i>Mindful Parenting</i> class</li> <li>4. Provide Spanish translation and interpretation services as needed for conferences and to complete school paperwork</li> </ol>		<ol style="list-style-type: none"> <li>1. Priced above</li> <li>2. \$800</li> <li>3. Free</li> <li>4. \$18,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$0</li> <li>3. \$0</li> <li>4. \$6,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$400</li> <li>3. \$0</li> <li>4. \$6,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$400</li> <li>3. \$0</li> <li>4. \$6,000</li> </ol>	Other local revenue, other state revenue, general purpose entitlement funds, volunteer work
Staff Development and Professional Collaboration <i>(including coaches, PD, summer staff development, collaboration time, etc.)</i>	<ol style="list-style-type: none"> <li>1. School Climate Coordinator Position to offer staff coaching on behavior and classroom climate</li> <li>2. Engage contractors to offer Montessori curriculum implementation coaching, common core curriculum alignment coaching</li> <li>3. Acquire a trainer to provide Responsiveness to Instruction training</li> <li>4. Wednesday minimum days for staff collaboration with an additional 1.5 hours</li> <li>5. Summer teacher retreat</li> <li>6. Create section leads to coordinate collaboration and curriculum planning</li> <li>7. Montessori teacher training</li> <li>8. BITSA coaching</li> </ol>		<ol style="list-style-type: none"> <li>1. Priced above</li> <li>2. \$15,000</li> <li>3. \$1000</li> <li>4. No Cost</li> <li>5. \$45,000</li> <li>6. priced above</li> <li>7. \$45,000</li> <li>8. \$60,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$0</li> <li>3. \$0</li> <li>4. \$0</li> <li>5. \$15,000</li> <li>6. \$0</li> <li>7. \$15,000</li> <li>8. \$20,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$7,500</li> <li>3. \$500</li> <li>4. \$0</li> <li>5. \$15,000</li> <li>6. \$0</li> <li>7. \$15,000</li> <li>8. \$20,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$7,500</li> <li>3. \$500</li> <li>4. \$0</li> <li>5. \$15,000</li> <li>6. \$0</li> <li>7. \$15,000</li> <li>8. \$20,000</li> </ol>	Federal funds, other local revenue, other state revenue, general purpose entitlement funds
Targeting services and programs to	1. Select and implement a school-wide Tier 2 intervention plan for		1. Salaries priced	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$2,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$2,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$2,000</li> </ol>	Federal funds, other local

lowest-performing student groups	behavior, math and language for students that struggle with social and emotional skills and those far below basic in fourth grade in 2014-2015 and expand a grade a year in the following years 2. Offer a school day and an extended day teacher a stipend to participate in the CARE team		above 2. \$6000				revenue, other state revenue, general purpose entitlement funds
Strategic services and programs for targeted subgroups <i>(above and beyond goals for all students)</i>	1. Administration of the federal free and reduced lunch program 2. School clothing closet to assist with uniforms and gift cards to buy shoes and belts 3. Bus passes for homeless families		1. \$45,000 2. \$375 3. \$9,600	1. \$15,000 2. \$75 3. \$2200	1. \$15,000 2. \$150 3. \$3,200	1. \$15,000 2. \$150 3. \$4,200	Federal funds
Any additional services tied to student academic needs							



B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All goals from section 2	<ul style="list-style-type: none"> <li>o <i>Engagement: Parent Engagement</i></li> <li>o <i>Engagement: Pupil Engagement</i></li> <li>o <i>Engagement: School Climate</i></li> <li>o <i>Conditions of Learning: Implementation of Standards</i></li> <li>o <i>Pupil Outcomes: Pupil Achievement</i></li> <li>o <i>Pupil Outcomes: Other Pupil Outcomes</i></li> </ul>	For low income pupils: 1. Administration of the federal free and reduced lunch program 2. School clothing closet to assist with uniforms 3. Bus passes for homeless families 4. Clothing vouchers for families that need assistance	School-wide		1. \$15,000 2. \$0 3. \$1200 4. \$150	1. \$15,000 2. \$0 3. \$1200 4. \$200	1. \$15,000 2. \$0 3. \$1200 4. \$250



<p>All goals from section 2</p>	<ul style="list-style-type: none"> <li>o <i>Engagement: Parent engagement</i></li> <li>o <i>Engagement: Pupil Engagement</i></li> <li>o <i>Engagement: School Climate</i></li> <li>o <i>Conditions of Learning: Implementation of Standards</i></li> <li>o <i>Pupil Outcomes: Pupil Achievement</i></li> <li>o <i>Pupil Outcomes: Other Pupil Outcomes</i></li> </ul>	<p>For English learners:</p> <ol style="list-style-type: none"> <li>1. Implement EL Achieve training for teachers that will be instructing ELL</li> <li>2. Create a testing coordinator position to implement formative and summative ELD assessments</li> <li>3. Offer <i>Parenting the Positive Discipline Way</i> in English and in Spanish</li> <li>4. Provide Spanish translation and interpretation services as needed for conferences and to complete school paperwork</li> <li>5. Provide direct instruction to ELL students 120 minutes a week for ten months</li> </ol>	<p>School-wide</p>		<ol style="list-style-type: none"> <li>1. \$0</li> <li>2. \$15,000</li> <li>3. \$0</li> <li>4. \$6,000</li> <li>5. \$19,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$6,628</li> <li>2. \$0</li> <li>3. \$400</li> <li>4. \$6,000</li> <li>5. \$23,000</li> </ol>	<ol style="list-style-type: none"> <li>1. \$2,000</li> <li>2. \$15,000</li> <li>3. \$800</li> <li>4. \$6,000</li> <li>5. \$27,000</li> </ol>
<p>Not applicable</p>	<p>Not applicable</p>	<p>For foster youth:</p>					
<p>Not applicable</p>	<p>Not applicable</p>	<p>For redesignated fluent English proficient pupils:</p>					



Describe the LEA's increase in 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 priority areas. (See 5 CCR 15496(b) for guidance.)

UMCS will receive an estimated \$44,378 increase in funds in the LCAP year assuming a 42% unduplicated count of low socio economic status pupils and English learners. For the low socio-economic subgroup, the funds will be used to administer the federal free and reduced lunch program, provide assistance with the purchase of school uniforms, and provide transportation to school for homeless families. The English language learner subgroup will see an increase in the quantity of instructional time and curriculum delivered to them (120 minutes per week for 10 months as opposed to 120 minutes for 6 months), their parents receive support and training in using discipline to support optimal learning outcomes, as well as interpretation and translation services as needed.

- C. 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). 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). 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.

As a charter, our funding was not restricted in providing services to these subgroups in the prior fiscal year. The percentage that services for unduplicated services must be increased or improved as compared to the services provided to all students is 2.73%. The improvement and increase in services listed for students in low socio-economic situations will be measured quantitatively by the expenditure of \$17,350 for services. The improvement of services for English Learners will be measured by an increase in direct instruction from 48 hours to 80 hours in the LCAP year.

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.