

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

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Urban Montessori Charter School (UMCS) used various channels to engage with our community of stakeholders. The efforts began in the Fall of 2014 with the staff and community meetings that included the promotion of awareness regarding our 2014-2015 LCAP goals.</p> <ul style="list-style-type: none"> • Throughout the 2014-2015 school year, the LCAP goals and progress toward them were shared during staff, design thinking, and instructional leadership team meetings. • The UMCS LCAP goals specific to English Language Learner was shared and discussed at March and May English Learner Advisory Committee (ELAC) meetings. • The UMCS Family Advisory Council (FAC) provided feedback during spring engagements to the UCMS administration regarding school wide goals and priorities linked to the LCAP and LCAP process. • The Academic Oversight Committee (UMCS board committee) has worked extensively on the creation of our revised goals and objectives during a series of spring meetings. • The UMCS Head of School attended several LCAP workshops offered by Alameda County Office of Education, East Bay Charter Connect, and California Charter Schools Association. • UMCS used the following quantitative data for our goal setting process: attendance, suspension rates, discipline incident data, facility inspection report data, NWEA assessment data, CELDT data, and survey data. 	<p>The results of community and stakeholder engagements provided invaluable feedback and reflection that was used to develop our LCAP goals and school-wide priorities. Our focus continues to revolve around the academic success of all learners, including special education and English Language learner students.</p>

Annual Update:

- The LCAP annual update and progress on our school-wide goals were communicated to staff during a series of professional development meetings during the late spring.
- The LCAP annual update and progress on our school-wide goals were communicated to the UMCS board and Academic Oversight Committee during a series of meetings during the late spring.

Annual Update:

- The opportunity to engage our full community of stakeholders has allowed UMCS leadership to craft relevant and rigorous LCAP goals and objectives that reflect the community that we serve.
- Professional development has shifted this year toward a data driven focus that allows teachers and administration to have easier access to more frequent data that assists our ability to track LCAP goals and progress.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	English Language Arts Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____
Identified Need:	Students are expected to read grade appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understanding clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English language. Students will be expected to demonstrate and apply their understanding on a variety of assessments.		
Goal Applies to:	Schools:	Urban Montessori Charter School	
	Applicable Pupil Subgroups:	All students and applicable subgroups	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups) - Baseline for % of students meeting or exceeding or one band of growth on SBA (Smarter Balanced Assessment) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Provide teachers with professional development that supports alignment of Montessori and California standards (ELA). - Coordinator of Academic Programs position that supports curriculum, instruction, and assessment. - Reading intervention specialist position that supports small group instruction using reading intervention curriculum and assessments. - Levels Lead positions (UE, LE, Primary) that supports instruction and vertical integration aligned to UMCS scope and 	School-Wide	<input checked="" type="checkbox"/> ALL ----- ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> - \$2,500 for professional development aligned to California standards. - \$37,500 for the creation of the CAP position. - \$40,000 for the creation of the reading intervention specialist position. - \$4,000 for stipends for Levels Lead positions. - \$2,500 annual for NWEA fee and training.

<p>sequence. - NWEA annual license fee and training.</p>			
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups) - Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 	<p>School-Wide</p>	<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<ul style="list-style-type: none"> - \$2,500 for professional development aligned to California standards. - \$37,500 for the creation of the CAP position. - \$4,000 for stipends for Levels Lead positions. - \$2,500 annual for NWEA fee and training.

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable</p>	<ul style="list-style-type: none"> - Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups)
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Outcomes:	- Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- Actions performed and services provided continued from the previous year.	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) _____ _____	<ul style="list-style-type: none"> - \$2,500 for professional development aligned to California standards. - \$37,500 for the creation of the CAP position. - \$4,000 for stipends for Levels Lead positions. - \$2,500 annual for NWEA fee and training.

GOAL:	Mathematics Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Students will be expected to understand and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning. Students will be expected to demonstrate and apply their understanding on a variety of assessments.		
Goal Applies to:	Schools:	Urban Montessori Charter School	
	Applicable Pupil Subgroups:	All students and applicable subgroups	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups) - Baseline for % of students meeting or exceeding or one band of growth on SBA (Smarter Balanced Assessment) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Provide teachers with professional development that supports alignment of Montessori and California standards (Math). - Coordinator of Academic Programs position that supports curriculum, instruction, and assessment. - Levels Lead positions (UE, LE, Primary) that supports instruction and vertical integration aligned to UMCS scope and sequence. - NWEA annual license fee and training. 	School-Wide	<u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> - \$2,500 for professional development aligned to California standards. - \$37,500 for the creation of the CAP position. - \$4,000 for stipends for Levels Lead positions. - \$2,500 annual for NWEA fee and training.
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups) - Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced) 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 	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) _____ _____	<ul style="list-style-type: none"> - \$2,500 for professional development aligned to California standards. - \$37,500 for the creation of the CAP position. - \$4,000 for stipends for Levels Lead positions. - \$2,500 annual for NWEA fee and training.
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Reduce the # of students not meeting NWEA RIT growth targets (over three years) by 5% each year (including all subgroups) - Increase of 5% of students meet or exceed standard or one level of growth on SBA (Smarter Balanced) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 	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) _____ _____	<ul style="list-style-type: none"> - \$2,500 for professional development aligned to California standards. - \$37,500 for the creation of the CAP position. - \$4,000 for stipends for Levels Lead positions. - \$2,500 annual for

			NWEA fee and training.
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GOAL:	Special education student achievement.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: Specify _____	
Identified Need:	To ensure that special education students are supported and meeting their IEP annual goals.		
Goal Applies to:	Schools: Urban Montessori Charter School		
	Applicable Pupil Subgroups: Special education students		
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	- 70% of special education students will meet IEP goals.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Provide all general education teachers with appropriate professional development in order to best support accommodations and modifications for special education students. - Provide training and develop systems that consistently monitor student progress aligned with IEP goals. 		__ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education students</u>	<ul style="list-style-type: none"> - \$3,000 for ongoing professional development that supports instruction for special education students. - \$1,500 for goal tracking system fees and trainings
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	- 70% of special education students will meet IEP goals.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 		<p><u>__ALL</u> ----- -----</p> <p>OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient __Other</u> <u>Subgroups:(Specify) __Special education students</u></p>	<ul style="list-style-type: none"> - \$3,000 for ongoing professional development that supports instruction for special education students. - \$1,500 for goal tracking system fees and trainings
LCAP Year 3: 2017-2018			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - 70% of special education students will meet IEP goals. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 		<p><u>__ALL</u> ----- -----</p> <p>OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient __Other</u> <u>Subgroups:(Specify) __Special education students</u></p>	<ul style="list-style-type: none"> - \$3,000 for ongoing professional development that supports instruction for special education students. - \$1,500 for goal tracking system fees and trainings

GOAL:	English language learners (CELDT and reclassification goals) - Progress until reclassification as English language fluent	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local: Specify _____
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Identified Need: Developing English language fluency

Goal Applies to: Schools: Urban Montessori Charter School

Applicable Pupil Subgroups: English language learners

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: - 60% of designated EL students will achieve one band of growth or achieve level 4 / 5 on CELDT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Provide professional development for teachers that supports English language learner instruction and development. - Purchase of research based EL intervention curriculum. - Purchase of EL assessment that provides frequent reporting for teachers, students, and families. 		__ALL ----- ----- OR: __Low Income pupils __X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<ul style="list-style-type: none"> - \$3,000 for teacher professional development and training. - \$4,000 for purchase of EL intervention curriculum - \$1000 for fee and training for EL assessment program

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: - 60% of designated EL students will achieve one band of growth or achieve level 4 / 5 on CELDT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>- Actions performed and services provided continued from the previous year.</p>		<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<ul style="list-style-type: none"> - \$3,000 for teacher professional development and training. - \$4,000 for purchase of EL intervention curriculum - \$1000 for fee and training for EL assessment program
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>- 60% of designated EL students will achieve one band of growth or achieve level 4 / 5 on CELDT.</p>
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<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>- Actions performed and services provided continued from the previous year.</p>		<p><input type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<ul style="list-style-type: none"> - \$3,000 for teacher professional development and training. - \$4,000 for purchase of EL intervention curriculum - \$1000 for fee and training for EL assessment program

GOAL:	School Culture (attendance and enrollment)	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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Identified Need: Increase attendance to improve academic outcomes

Goal Applies to: Schools: Urban Montessori Charter School

Applicable Pupil Subgroups: All students and applicable subgroups

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: - Increase average daily attendance (ADA) by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Investment in new Student Information System that provides updated and clear attendance reporting and trends. - Staff release time to conduct home visits for chronically absent students. 	School-Wide	_X_ALL ----- ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____ _____	<ul style="list-style-type: none"> - \$15,000 for initial Student Information System purchase and training. - \$500 for release time to conduct home visits.

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: - Increase average daily attendance (ADA) by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<ul style="list-style-type: none"> - Student Information System that provides updated and clear attendance reporting and trends. - Staff release time to conduct home visits for chronically absent students. 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<ul style="list-style-type: none"> - \$10,000 for Student Information System purchase and training. - \$500 for release time to conduct home visits.
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Increase average daily attendance (ADA) by 1%
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<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>
<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<ul style="list-style-type: none"> - \$10,000 for Student Information System purchase and training. - \$500 for release time to conduct home visits.

GOAL:	School Culture (discipline, suspension, KPIs)	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need: Increase time students spend receiving instruction by reducing suspensions

Goal Applies to: Schools: Urban Montessori Charter School

Applicable Pupil Subgroups: All applicable students and subgroups

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: - Reduce the number of school suspension (days) by 10%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Staff release time to conduct home visits for chronically absent students. - Positive Discipline training for all new and returning staff - Positive Discipline training for UMCS parents/guardians - Development of UMCS school-wide behavior expectations matrix aligned with Positive Discipline and CDE Ed Code 	School-Wide	<u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ _____	<ul style="list-style-type: none"> - \$500 for release time to conduct home visits. - \$2,500 for Positive Discipline training - \$1,500 for Positive Discipline parents/guardians training

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: - Reduce the number of school suspension (days) by 10%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<ul style="list-style-type: none"> - \$500 for release time to conduct home visits. - \$2,500 for Positive Discipline training - \$1,500 for Positive Discipline parents/guardians training
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Reduce the number of school suspension (days) by 10%.
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<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>
<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<ul style="list-style-type: none"> - \$500 for release time to conduct home visits. - \$2,500 for Positive Discipline training - \$1,500 for Positive Discipline parents/guardians training

GOAL:	Developing and improving school culture.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Implement school wide social emotional curriculum and student climate survey establishing baseline for safety and connectedness.		
Goal Applies to:	Schools: Urban Montessori Charter School		
	Applicable Pupil Subgroups: All students and applicable subgroups		
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	- 100% of teachers are trained and implement social emotional curriculum - 100% of students will participate in grade level appropriate social emotional instruction and activities		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- Purchase and staff training for social emotional curriculum - Parent/guardian training for social emotional curriculum	School-Wide	<input checked="" type="checkbox"/> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ —	- \$12,000 for purchase and training for social emotional curriculum
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	- 100% of teachers are trained and implement social emotional curriculum - 100% of students will participate in grade level appropriate social emotional instruction and activities		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<ul style="list-style-type: none"> - Staff training for social emotional curriculum - Parent/guardian training for social emotional curriculum 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>—</p>	<ul style="list-style-type: none"> - \$2,000 for annual updates and training for social emotional curriculum
<p>LCAP Year 3: 2017-2018</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - 100% of teachers are trained and implement social emotional curriculum - 100% of students will participate in grade level appropriate social emotional instruction and activities 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>—</p>	<ul style="list-style-type: none"> - \$2,000 for annual updates and training for social emotional curriculum

GOAL:	Developing UMCS Design Thinking program	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local: Specify _____	
Identified Need:	To develop students' creative competency		
Goal Applies to:	Schools:	Urban Montessori Charter School	
	Applicable Pupil Subgroups:	All students and applicable subgroups	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	- Student participation in two Design Thinking initiative - Create a design thinking portfolio assessment rubric		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- Design Thinking leads participate in ongoing Design Thinking training (summer and during school year) at Stanford d school. - Design Thinking Leadership Team develops portfolio DT assessment rubric - Design Thinking Leadership Team supports two school-wide design challenges - Design Thinking Leadership Team supports parent/guardian DT workshop	School-Wide	<u>X</u> ALL ----- ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	- \$3,000 for stipends to attend summer d school professional development - \$3,000 for release time to attend d school professional development
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	- Student participation in two Design Thinking initiatives - Establish a portfolio baseline with an annual school-wide increase of 5% of students scoring 4 out of 5 in following years		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<ul style="list-style-type: none"> - Design Thinking leads participate in ongoing Design Thinking training (summer and during school year) at Stanford d school. - Design Thinking Leadership Team supports two school-wide design challenges - Design Thinking Leadership Team supports parent/guardian DT workshop 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<ul style="list-style-type: none"> - \$3,000 for stipends to attend summer d school professional development - \$3,000 for release time to attend d school professional development
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Student develop and participate in two Design Thinking initiatives - Establish a portfolio baseline with an annual school-wide increase of 5% of students scoring 4 out of 5 in following years 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> - Actions performed and services provided continued from the previous year. 	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<ul style="list-style-type: none"> - \$3,000 for stipends to attend summer d school professional development - \$3,000 for release time to attend d school professional development

Annual Update

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

Guiding Questions:

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

<p>Original GOAL from prior year LCAP:</p>	<ul style="list-style-type: none"> - English Language Arts Outcomes Improvement- Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress - Parent participation in supporting English language arts at home <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>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: Urban Montessori Charter School</p> <p>Applicable Pupil Subgroups: Low socio-economic students English Language Learners Special Education Students</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>Smarter Balanced (3rd and 4th Grade) Baseline year</p> <p>NWEA (K, 1, 2, 4) Baseline year (3rd 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>Actual Annual Measurable Outcomes:</p>	<p>97% of students (3rd and 4th Grade) completed the SBA ELA assessment for our baseline year.</p> <p>97% of students completed the NWEA MAP ELA assessment (Fall, Winter, Spring) for our baseline year.</p> <p>IEP goal achievement is currently in progress.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use of Standards aligned instructional	\$33,000 for the 2014-	- Jr. Great Books program was not adopted for the 2014-2015 school year.	Curriculum expenditures

<p>materials and strategies (including Software, Leveled libraries, etc)</p> <ul style="list-style-type: none"> - Jr. Great Books - Handwriting without Tears and training - Implement a school-- wide developmental spelling curriculum and training - Accelerated Reader - Electronic Common Core aligned student work tracker - Northwest Education Association Common Core aligned computer benchmark testing - Creation of Section Leader position to guide the process of aligning state standards with instruction across all subject areas at the school - Create a Common Core aligned English language arts portfolio assessment - Implement a standards aligned writing rubric - Have Common Core aligned materials in the 4th, 5th and 6th grade expansion - Reduce the number of students performing below grade level by having an Academic Interventionist, school wide intervention materials and curriculum, and curriculum based measurements - Creation of parent education program to support literacy development at home - Recruit a teacher and an aftercare employee a stipend to be on the CARE 	<p>2015 school year</p>	<ul style="list-style-type: none"> - Handwriting without Tears curriculum was purchased and implemented school wide. - Accelerated Reader was not adopted for the 2014-2015 school year. - Electronic work tracker was identified and will be formally adopted during the 2015-2016 school year (Illuminate Education Information System). - Northwest Education Association Common Core aligned computer benchmark testing was purchased and implemented school wide. - Create a Common Core aligned English language arts portfolio assessment will be developed in the 2015-2016 school year. - Implementation of a standards aligned writing rubric is planned for the 2015-2016 school year. - Common Core aligned materials in the 4th, 5th and 6th grade will be purchased for the 2015-2016 school year. - A reading intervention specialist and Montessori support teacher focusing on mathematics we hired in December. - Parent education focused on ELL students and the UMCS ELAC. - One lead teacher was recruited to support the CARE team. 	<p>in the amount of \$8,000 for 2014-2015 included Handwriting without Tears, Fountas and Pinnell BAS and LLI.</p> <p>Systems expenditures in the amount of \$10,000 for 2014-2015 included Illuminate Education and NWEA.</p> <p>Staffing expenditures in the amount of \$10,000 for 2014-2015 included math and reading intervention support positions.</p>
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Scope of service:	School-Wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input 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?		The majority of the identified actions and services from 2014-2015 will continue in 2015-2016. Additional actions and services for 2015-2016 will include the acquisition of Common Core aligned ELA curriculum and instructional resources.			

<p>Original GOAL from prior year LCAP:</p>	<ul style="list-style-type: none"> - Mathematics Outcomes Improvement- Smarter Balanced Test and Northwest Evaluation Association Measures of Academic Progress - Parent participation in supporting Mathematics at home <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>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: Urban Montessori Charter School</p> <p>Applicable Pupil Subgroups: Low socio-economic students English Language Learners Special Education Students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Smarter Balanced (3rd and 4th Grade) Baseline year</p> <p>NWEA (K, 1, 3, 4)</p> <p>Baseline year (2nd Grade) Annualized cohort growth of 5%</p> <p>Will achieve 75% of the goals set out in their individualized education programs</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>96% of students (3rd and 4th Grade) completed the SBA Mathematics assessment for our baseline year.</p> <p>97% of students completed the NWEA MAP Mathematics assessment (Fall, Winter, Spring) for our baseline year.</p> <p>IEP goal achievement is currently in progress.</p>
<p>LCAP Year: 2014-2015</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>	<p>Estimated Actual Annual Expenditures</p>

<p>Use of Standards aligned instructional materials and strategies</p> <ul style="list-style-type: none"> - Montessori Compass Common Core aligned student work tracker - Northwest Education Association Common Core aligned computer benchmark testing - Create a Common Core aligned math portfolio assessment - Have Common Core aligned materials and curriculum in the 4th, 5th and 6th grade expansion - Reduce the number of students performing below grade level by having an academic interventionist, school wide intervention materials and curriculum, and curriculum based measurements - Creation of parent education program to support numeracy development at home - Recruit a teacher and an aftercare employee a stipend to be on the CARE Team. - 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>\$500 for the 2014-2015 school year.</p>	<ul style="list-style-type: none"> - Electronic work tracker was identified and will be formally adopted during the 2015-2016 school year (Illuminate Education Information System). - Northwest Education Association Common Core aligned computer benchmark testing was purchased and implemented school wide. - Create a Common Core aligned math portfolio assessment will be developed in the 2015-2016 school year. - Common Core aligned materials in the 4th, 5th and 6th grade will be purchased for the 2015-2016 school year. - A reading intervention specialist and Montessori support teacher focusing on mathematics we hired in December. - Parent education focused on ELL students and the UMCS ELAC. - One lead teacher was recruited to support the CARE team. - Assessment Coordinator position was created for the 2014-2015 school year. The Instructional Leadership Team was created that represented lead teachers from Primary, Lower, and Upper Elementary levels. 	
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Scope of service:	School-Wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input 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?		The majority of the identified actions and services from 2014-2015 will continue in 2015-2016. Additional actions and services for 2015-2016 will include the acquisition of Common Core aligned Mathematics curriculum and instructional resources.			

<p>Original GOAL from prior year LCAP:</p>	<p>English Language Learners (inc CELDT & reclassification goals) Progress until reclassification as English language fluent</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____</p>		
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>Urban Montessori Charter School Applicable Pupil Subgroups: English language learners</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - One level of growth per year for beginner and early intermediate - Intermediates will progress to early advanced within two years 		<p>Actual Annual Measurable Outcomes:</p>	<p>Fall 2014 CELDT assessments were completed for all ELL designated students for our baseline year.</p>	
<p>LCAP Year: 2014-2015</p>					
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>
<ul style="list-style-type: none"> - Implement EL Achieve training for teachers that will be instructing ELL - Create a testing coordinator position to implement formative and summative ELD assessments 		<p>\$38,000 for the 2014-2015 school year</p>	<ul style="list-style-type: none"> - Lead and support teacher attended EL Achieves training throughout the 2014-2015 school year. - Assessment Coordinator position was created during the 2014-2015 school year. 		<p>Curriculum and training expenses for 2014-2015 in the amount of \$8,000 included EL Achieves resources and training.</p>

				Staffing expenditures in the amount of \$30,000 for 2014-2015 included the creation of the Assessment Coordinator position.
Scope of service:	English Learners	Scope of service:	English Learners	
__ALL		__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The majority of the identified actions and services from 2014-2015 will continue in 2015-2016. Additional actions and services will include the expansion of the “assessment” coordinator to a full time “coordinator of academic programs” for the 2015-2016 school year. We will also increase the scope of support for the reading intervention specialist position, working with additional students including EL’s.
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Original GOAL from prior year LCAP:	School Culture (attendance and enrollment) - Increase attendance to improve academic outcomes		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Urban Montessori Charter School			
	Applicable Pupil Subgroups: All students and applicable subgroups			
Expected Annual Measurable Outcomes:	Increase average daily attendance (ADA) by 1%	Actual Annual Measurable Outcomes:	ADA from baseline year (2013-2014) was 94%. ADA for current year (2014-2015) was 94%.	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> - Change independent study policy so that students can do 2 days without advanced notice. Requires admin time to redesign and implement - Use a spirit stick to give to the class with the highest attendance each week to generate excitement. - Family outreach 		\$129,000 for the 2014-2015 school year.	<ul style="list-style-type: none"> - A new Independent policy that implemented during the 2014-2015 school year. - The spirit stick was not implemented school wide. 	

				Study policy.
Scope of service:	School-Wide		Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input 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?		The majority of the identified actions and services from 2014-2015 will continue in 2015-2016. In addition to a new Student Information System, we will also support chronically absent students with home visits by his/her teacher.		

Original GOAL from prior year LCAP:	School Culture (discipline, suspension, KPIs) - Increase time students spend receiving instruction by reducing referrals and suspensions		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Urban Montessori Charter School			
	Applicable Pupil Subgroups: All students and applicable subgroups			
Expected Annual Measurable Outcomes:	Reduce the number of office referrals by 25% and maintain low number of suspensions	Actual Annual Measurable Outcomes:	School suspensions were monitored using online behavior management system to establish baseline year.	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> - Train new early childhood and early elementary teachers in Positive Discipline and Honoring the Light of the Child. - Offer a weekly Teacher’s Helping Teacher’s session to support consistent Positive Discipline. - Train upper elementary teachers in Mosaic Project social and emotional curriculum. 		\$4,350 for the 2014-2015 school year.	<ul style="list-style-type: none"> - All staff participated in two Positive Discipline training during the 2014-2015 school year. - Upper Elementary implemented elements of the Mosaic curriculum. 	Professional development expenditures in the amount of \$3,500 for 2014-2015 included Positive Discipline training.

Scope of service:	School-Wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input 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?		The majority of the identified actions and services from 2014-2015 will continue in 2015-2016.			

Original GOAL from prior year LCAP:	School Climate (must include goal for safety and school connectedness) <ul style="list-style-type: none"> - Implement school safety plan inclusive of annual student survey with baseline questions for safety and connectedness - Maintenance of a safe facility 	Related State and/or Local Priorities: 1__X__ 2__ 3__ 4__ 5__ 6__X__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Urban Montessori Charter School Applicable Pupil Subgroups: All students and applicable subgroups		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Baseline survey - Score of 94% or “good” on the state Facility Inspection Tool (FIT report). 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> - UMCS received a score of “good” on the 2014-2015 Facility Inspection Tool (FIT)
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> - Train teachers in Olweus Safe Schools Curriculum - Participate in the annual state Facility Inspection Tool (FIT) program. 	\$630 for the 2014-2015 school year.	<ul style="list-style-type: none"> - We did not utilize the Olweus Safe Schools Curriculum - We did participate in the annual state Facility Inspection Tool (FIT) program. 	No expenditures for the 2014-2015 school year.

Scope of service:	School-Wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input 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?		The majority of the identified actions and services from 2014-2015 will continue in 2015-2016.			

Original GOAL from prior year LCAP:	Design Thinking - To develop students' creative competency		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Urban Montessori Charter School		Applicable Pupil Subgroups: All students and applicable subgroups	
Expected Annual Measurable Outcomes:	Student participation in two annual Design Thinking initiatives	Actual Annual Measurable Outcomes:	All students participated in two school wide Design Thinking initiatives (Signature snack and Garden challenges)	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> - Teachers participate in professional development with d school at Stanford University. - Creation of UMCS Design Thinking Leadership team that supports DT curriculum and projects 			<ul style="list-style-type: none"> - Teachers participate in professional development with d school at Stanford University. - UMCS Design Thinking Leadership team created DT curriculum and projects 	\$3,000 for release time and stipends for d school Stanford professional development opportunities.
Scope of service:	School-Wide		Scope of service:	School-Wide
_X_ALL			_X_ALL	

<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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The majority of the identified actions and services from 2014-2015 will continue in 2015-2016.</p>		

Original GOAL from prior year LCAP:	World Languages - To prepare students for high school and the job market		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Urban Montessori Charter School		
Expected Annual Measurable Outcomes:	Identify and pilot a Common Core and Montessori aligned curriculum for world language instruction in 4 th through 6 th grades	Actual Annual Measurable Outcomes:	We are continuing to research and identify a Common Core and Montessori aligned curriculum for world language instruction in 4 th through 6 th grades	
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
- Identify and pilot a Common Core and Montessori aligned curriculum for world language instruction in 4 th through 6 th grades			- We have not yet identified a Common Core and Montessori aligned curriculum for world language instruction in 4 th through 6 th grades No expenditures for the 2014-2015 school year.	
Scope of service:	School-Wide		Scope of service:	School-Wide
<u>X</u> ALL			<u>X</u> ALL	

<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The majority of the identified actions and services from 2014-2015 will continue in 2015-2016.</p>		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>129,878</u>
<p>Urban Montessori Charter School is a public charter school serving K through 3rd grade. The school is located in Oakland and is open to all children residing in the state of California. We serve a socio-economically, racially and culturally diverse community of children because we believe that all children learn about different backgrounds and perspectives by living and working with people from those backgrounds and perspectives.</p> <p>Urban Montessori Charter School's mission is to develop self-directed and engaged learners who are academically, socially and emotionally prepared to succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today's world with confidence, compassion and grace, Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.</p> <p>For 2015-2016 LCAP Section 3, PART A the estimated amount of supplemental and concentration grant funding will be: \$129,878. The supplemental funds allocation is budgeted for expenditures to increase student achievement. These specific funds are targeted to provide professional development, staffing, and associated resources in the areas reflected in section 3B which support the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics for professional development include Common Core State Standards in all content areas, effective use of technology in the classroom for teaching and learning, assessment of student progress, strategies for students with disabilities in general education settings, and access to core strategies for English learners.</p> <p>As noted in Section 2 of the UMCS LCAP, specific examples of targeted expenditures (amounts included in Section 2) include –</p> <ul style="list-style-type: none"> • Professional development for teachers that supports alignment of Montessori and California standards • Professional development for teachers that supports English language learner instruction and development 	

- Creation of a Coordinator of Academic Programs
- Creation of a Reading Intervention specialist position
- Purchase of research based EL intervention curriculum
- Purchase of EL assessment that provides frequent reporting for teachers, students, and families

- 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.

6.16	%
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For LCAP Section 3, Part B, the Minimum Proportionality Percentage (MPP) will be 6.16%. The Supplemental funds, actions, and services specified in Section 3B provide additional layers of service for low income, foster youth, English learners and re-designated fluent English proficient students by providing additional support, resources, and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for UMCS to maintain its support systems.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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