

**§ 15497. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

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 LCAP Year: 2014-2015

***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
<p><b><u>Parents/Families:</u></b></p> <p>1. Parents are kept involved through out the year with the implementation of the following process:</p> <ul style="list-style-type: none"> <li>- Hold four informational meetings for prospective parents (Nov 21<sup>st</sup> 2013, Dec 12<sup>th</sup> 2013, Jan 9<sup>th</sup> 2014, and Feb 13<sup>th</sup> 2014) where the Head of School described the philosophy of the school for parents to understand how Montessori education is different than traditional schools. One bilingual member of the staff is always present to translate in Spanish.</li> <li>- A family conference with the advisory teacher is organized quarterly, for communicating the student progress to the family, any additional help which may be needed and listen to feedbacks from the student and family. The first conference is scheduled the first week of school in August for the student to set goals.</li> <li>- Monthly parent educational meetings have been scheduled to involve families in the main aspect of their student education and ask questions.</li> <li>- Regular emails/letters (in English and Spanish) are sent to families to keep them updated of the different activities planned.</li> <li>- Parents have access to Power School to track their student grades, assignment deadlines and attendance.</li> <li>- Montessori is based on hands-on learning and real life experience, which means organizing field trips. Parents have the opportunity to be involved by driving and chaperoning on those field trips.</li> <li>- Silver Oak considers families as important partners in their student’s education.</li> </ul> <p>2. Specific LCAP involvement:</p> <ul style="list-style-type: none"> <li>- A special parent educational meeting regarding LCFF and LCAP was scheduled on May 15<sup>th</sup> 2014 to explain the changes happening and why it was important for them to provide feedbacks.</li> <li>- At the end of the meeting, a survey (in English and Spanish) was distributed and also email/mail to the families who didn’t come.</li> </ul> <p><b><u>Students:</u></b></p> <p>1. Process through out the year:</p> <ul style="list-style-type: none"> <li>- Each student is assigned to a teacher who is his/her advisor. They developed a special relationship and students can bring feedbacks/issues to their advisor.</li> <li>- Students are also very involved in the quarterly family conference as they lead the conference showing their work, as well as outlining their strength and</li> </ul>	<p>The survey was designed to make sure that each of the eight State Priorities were covered and that stakeholders have the opportunity to provide feedbacks in all areas. It was also translated into Spanish.</p> <p>Results of the survey:</p> <ul style="list-style-type: none"> <li>- A total of 68 surveys have been received. Surveys are anonymous, but most of them mentioned if they were a parent, student or staff. In addition to the predefined answers, several participants took the time to write additional comments in the provided spaces for some of the questions.</li> </ul> <p><b><u>1. Basic Services:</u></b></p> <ul style="list-style-type: none"> <li>- 83% thinks that Silver Oak provides a rigorous, mastery-based quality, high school educational program.</li> <li>- 84% agrees (or strongly agrees) that Silver Oak provides individualized student learning.</li> <li>- 70% thinks that the teachers are highly qualified to teach class in their subject area.</li> <li>- Only 59% indicated that the school provides a safe school facility and 58% described that the facility, classroom environment and grounds feel clean.</li> </ul> <p><b><u>2. Implementation of Common Core State Standards:</u></b></p> <ul style="list-style-type: none"> <li>- 86% agrees that Silver Oak has implemented Common Core State Standards in English and Mathematics.</li> <li>- 74% thinks that the school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements.</li> <li>- 47% agrees that the school provides additional individualized support to students identified as English Learners. And 35% answered as N/A.</li> </ul> <p><b><u>3. Parent Involvement:</u></b></p> <ul style="list-style-type: none"> <li>- 85% feels welcome when at Silver Oak.</li> <li>- 81% indicated that they have access to Power School, but only 47% are using it often or regularly.</li> <li>- 75% of parents receive regular communication to keep them informed of the different activities.</li> <li>- 80% agrees that the school has channels in place to parent’s idea about how to make the school better (quarterly family conferences, advisors and monthly parent education meetings).</li> <li>- 88% acknowledges that Silver Oak emphasizes Spanish communication.</li> <li>- 85% notices that Silver Oak sees parents as important partners in their</li> </ul>

Involvement Process	Impact on LCAP
<p>weakness, in order to progress.</p> <p>2. Specific LCAP involvement: - Each student filled the survey designed for the LCAP purpose.</p> <p><b>Staff:</b> - Each staff member was also giving a survey to fill to provide feedbacks on how the school is doing regarding the eight State priorities.</p>	<p>student's education.</p> <p><b>4. Student Achievement:</b> - 84% reports that parental concerns, regarding student's academic performance, can be easily communicated and are fully supported by the school. - 44% indicated that services provided to English Learner students were effective and increase proficiency rate. And 44% answered as N/A - 88% values the intercession activities and consider them as intricate parts of the curriculum. - 82% agrees that the school supports all students for career and college preparation.</p> <p><b>5. Student Engagement:</b> - 69% reports that their student enjoys attending the School, and about the same, 68% notices that their student is more motivated to learn. - 80% understand the importance of Intercession weeks and support their student attendance.</p> <p><b>6. School Climate:</b> - Only 67% mentions that Silver Oak provides a safe school climate and 69% agrees that the staff guides students in becoming respectful members of the community (through social inclusion).</p> <p><b>7. Course Access:</b> - Between 82% and 85% are satisfied with their student's progress in English, Mathematics and Digital Media/Arts. - 77% reports being satisfied in Science and Self-Construction classes. - 68% are satisfied with the electives provided. - Only 60% are satisfied with progress in Physical Education. - 48% mentioned that students who need Special Education services are provided necessary support. And 39% answered as N/A.</p> <p><b>8. Student Outcomes:</b> - 71% agrees that Silver Oak is helping students developing portfolios to reflect upon their annual progress and best work. - 78% indicates that their student demonstrates leadership skills. - The school has put in place a list of School wide learner outcomes, as part of an important Montessori component. The results indicates good progress in developing those outcomes: 84% for Technology, Information and Communication Literacy,</p>

Involvement Process	Impact on LCAP
	75% for Critical Thinking and Problem Solving 80% for Effective Oral and Written Communication 76% for Curiosity and Imagination 76% for Collaboration Across Networks and Global awareness 77% for Initiative and Entrepreneurialism 73% for Mastery, Agility and Adaptability  All answers have been closely considered and evaluated to see how the school could improve in any aspect, especially if the results of answers were below 80%. See section 2.

**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 Baseline: 2013-2014	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	
<b>Goal 1: Goals to improve Conditions of Learning by providing a rigorous, mastery-based quality, college preparatory high school education</b>								
<p><b>Students need highly qualified teachers.</b> - 70% of the survey participants stated that teachers are highly qualified to teach in their subject area. - 74% thinks that the school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements.</p> <p><b>Metrics:</b></p>	<p><b>1.1 Montessori Credentials:</b> All teachers (100%) will have their Montessori Secondary credentials. Or they will be in the process of getting them. (For main core subject teachers like English, Maths, Social Studies, Science, Digital Media and Spanish).</p>	All students	All	<p><b>Montessori Credentials:</b> 17% of teachers have their Montessori Secondary credentials (1 teacher out of 6 teachers).</p>	<p><b>Montessori Credentials:</b> All teachers, who didn't already have their Montessori Secondary credentials, will have started the Montessori Secondary training during Summer 2014. 100% of teachers (all 7 teachers, the 8<sup>th</sup> teacher already has it).</p>	<p><b>Montessori Credentials:</b> All teachers would have completed their Montessori Secondary training. 100% of teachers (all 7 teachers out of 8 total teachers).  New hired teachers would have started the Montessori Secondary training during Summer 2015. 100% of teachers (mostly 2 new teachers).</p>	<p><b>Montessori Credentials:</b> All teachers would have completed their Montessori Secondary training.</p>	Priority 1: Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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>- Montessori training signups.</p> <p>- CALPADS annual Credential Report.</p> <p>- Stakeholders annual survey.</p>	<p><b>1.2 California Credentialed Teachers:</b> All teachers (100%) will hold a California single subject credential for the subject they are teaching. For main core subject teachers and also specialty teachers (like Special Ed, Athletic director, College Counselor).</p>	All students	All	<p><b>California Credentials:</b> 67% of teachers have their CA single subject credentials: 3 core teachers out of 6 (the other 3 core teachers have single subject credentials from another state); and 3 specialty teachers out of 3.</p>	<p><b>California Credentials:</b> All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.</p>	<p><b>California Credentials:</b> All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.</p>	<p><b>California Credentials:</b> All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.</p>	<p>Priority 1: Basic Services</p> <p>Priority 2: Implementation of Common State Standards</p>
<p><b>Students need to feel safe wherever they are in the school grounds.</b> But only 59% of the survey participants</p>	<p><b>1.3 Safe facility:</b> Be located in a safe facility.</p>	All students	All	<p><b>Facility:</b> Prop 39 property from our authorizer district (locker room with no windows plus two separate classrooms</p>	<p><b>Safe facility:</b> Move to a safe and secured facility. Secure a lease for a private facility to start on July 1<sup>st</sup> 2014.</p>	<p><b>Safe facility:</b> Be able to stay in the same private facility and negotiate additional space to grow. Continue to look for alternate</p>	<p><b>Safe facility:</b> Be able to stay in the same private facility and negotiate additional space to grow. Continue to look for alternate</p>	<p>Priority 1: Basic Services</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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>indicated that the school provides a safe school facility.</p> <p><b>Metrics:</b> - Advices from the Facility and Safety Committees. - Stakeholders' annual survey.</p>				accessible by students from other programs).		facility options. Will also continue to submit Prop 39 to get access to a different property.	facility options. Will also continue to submit Prop 39 to get access to a different property.	
<p><b>Students need to think about their future.</b> - Based on survey, 77% are satisfied with Self-Construction classes.</p> <p><b>Metrics:</b> - Stakeholders' annual survey. - Graduation</p>	<p><b>1.4 Student self-construction and College career counseling/planning</b> It is important to start focusing on College career counseling as soon as possible.</p>	<p>- All students But also focus on: - Low income - English Learners - African-American - Latino - Special Education</p>	All	<p><b>College Counselor:</b> Started the program with a part-time position.</p>	<p><b>College Counselor:</b> Hours have been increased to full-time to allow more self-construction classes and College career counseling. She is also Spanish bilingual to be able to work directly with</p>	<p><b>College Counselor:</b> Continue to hire a full-time College Counselor.</p>	<p><b>College Counselor:</b> Continue to hire a full-time College Counselor.</p>	<p>Priority 7: Course Access</p> <p>Priority 4: Pupil Achievement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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.)
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and placement to college rates.					Spanish English Learners and Latino students.			
<p><b>Students need the opportunity to access different types of courses.</b></p> <p>- Only 68% are satisfied with Electives classes provided.</p> <p><b>Metrics:</b> Stakeholders' annual survey.</p>	<p><b>1.5 Electives:</b> Provide more electives choices.</p>	All students	All	Didn't have many staff or budget to focus on electives.	More staff has been hired and some budget allocated.	More staff will be hired and more budget allocated.	More budget allocated.	Priority 7: Course Access
<p><b>Emphasize on Physical Education.</b></p> <p>- Only 60% are satisfied in that area.</p>	<p><b>1.6 Physical Education and Sports</b> Have a full developed athletic program.</p>	All students	All	<p><b>Athletic Program:</b> Limited program, as the school got a very restrictive access to gym</p>	<p><b>Athletic Program:</b> With the move to a private facility, the school will have access to a gym,</p>	<p><b>Athletic Program:</b> Full and competitive Sport program.</p>	<p><b>Athletic Program:</b> Full and competitive Sport program.</p>	Priority 7: Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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.)
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				and fields after hours, at the Prop 39 facility.	small grass field for Physical Education. Looking into the possibility of leasing fields at East Bay Cal State.			

**Goal 2: Goals to improve Pupil Outcomes**

<p><b>Students need to acquire grade level proficiency</b> In order to successfully master the curriculum.</p> <p><b>Metrics:</b> - Smart Balanced Assessment in English and Maths - California Standard Test (CST) in Science</p>	<p><b>2.1 Student Proficiency:</b> Proficiency in English, Maths and Science. Increase the percentage of students proficient by 5% each year.</p>	All students	All	<p><b>Proficiency:</b> Didn't participate in Smart Balanced Assessment. Had only Grades 9<sup>th</sup> and 10<sup>th</sup> and Silver Oak was not selected as part of the sample test.</p> <p>Participated in California Standard Test for 10<sup>th</sup> Science.</p>	<p><b>Proficiency:</b> 65% of students proficient in English, Maths and Science.</p>	<p><b>Proficiency:</b> 70% of students proficient in English, Maths and Science.</p>	<p><b>Proficiency:</b> 75% of students proficient in English, Maths and Science.</p>	Priority 4: Pupil Achievement
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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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	
<b>English Language Learners to master English.</b>  <b>Metrics:</b> California English Language Development Test (CELDT)	<b>2.2 ELL students Proficiency:</b> Proficiency in English. Each student will demonstrate progress each year. After 2 years at the school, anticipate reclassification of 2 students annually.	English Language Learners	All	<b>Reclassification rate:</b> 6 students are designed as ELL, but 0 student re-classified this year as it is our first year.	<b>Reclassification rate:</b> 0 students reclassified.	<b>Reclassification rate:</b> 2 students reclassified.	<b>Reclassification rate:</b> 2 students reclassified.	Priority 4: Pupil Achievement
<b>Students to meet achievement standards for High School.</b>  <b>Metrics:</b> Graduation rate	<b>2.3 Graduation rate:</b> The goal is to promote academic excellence and reach 100% graduation rate.	All students	All	<b>Graduation rate:</b> 0% (9 <sup>th</sup> to 10 <sup>th</sup> grades)	<b>Graduation rate:</b> 0% (9 <sup>th</sup> to 11 <sup>th</sup> grades)	<b>Graduation rate:</b> 90% With 100% placement in college or career path training program	<b>Graduation rate:</b> 95% With 100% placement in college or career path training program	Priority 4: Pupil Achievement
<b>Students should be well equipped to face the challenges of</b>	<b>2.4 School wide learner outcomes:</b> Students to master 21 <sup>st</sup> century skills.	All students	All	<b>Outcomes:</b> Teachers have developed a list of outcomes, reflecting 21 <sup>st</sup>	<b>Outcomes:</b> 80% of students developed those outcomes.	<b>Outcomes:</b> 80% of students developed those outcomes.	<b>Outcomes:</b> 85% of students developed those outcomes.	Priority 8: Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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><b>this new century.</b></p> <p><b>Metrics:</b> - Teacher assessment - Stakeholders' annual survey</p>				century skills that the students are expected to master by graduation.				
<b>Goal 3: Goals to improve Engagement</b>								
<p><b>Need:</b> Students need to arrive on time and attend school every day</p> <p><b>Metrics:</b> Daily Attendance Report</p>	<p><b>3.1 Consistent Attendance:</b> Improve the attendance of all students, but especially the students absent 20 days or more.</p>	All students	All	<p><b>Attendance:</b> 93.50% annual. 17% (11) students have been absent 20 days or more (337 days (45%) out of 737 days of absences for all students).</p>	<p><b>Attendance:</b> 95% annual. 10% of all students have been absent 20 days or more this year.</p>	<p><b>Attendance:</b> 95.50% annual. 10% of all students have been absent 20 days or more this year.</p>	<p><b>Attendance:</b> 96% annual. 10% of all students have been absent 20 days or more this year.</p>	Priority 5: Student Engagement
<p><b>Need:</b> Develop a safe school climate. - Only 67% feels that the school provides a safe</p>	<p><b>3.2 Safe Climate:</b> Emphasize student community building, anti-bullying and cyber-bullying.</p>	All students	All	<p><b>Safe Climate:</b> School participated in Ropes Course event the first week of school.</p>	<p><b>Safe Climate:</b> - Ropes Course event during the first week of school. - Montessori</p>	<p><b>Safe Climate:</b> - Ropes Course event during the first week of school. - Trained</p>	<p><b>Safe Climate:</b> - Ropes Course event during the first week of school. - Trained</p>	Priority 6: School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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>school climate. - 69% agrees that the staff guides the students in becoming respectful members of the community (through social inclusion).</p> <p><b>Metrics:</b> Stakeholders' annual survey.</p>				<p>But some students were enrolled later and missed it.</p>	<p>emphasizes on peace and conflict resolution. With teachers now trained, they will be better able to guide the students and develop a safer climate. - Partner with the Police Department to come talk to students and families about cyber-bullying.</p>	<p>Montessori teachers will guide students. - Partner with the Police Department to come talk to students and families about cyber-bullying.</p>	<p>Montessori teachers will guide students. - Partner with the Police Department to come talk to students and families about cyber-bullying.</p>	
<p><b>Need:</b> Parent involvement to promote student success</p>	<p><b>3.3 Parent Involvement:</b> Parents to understand that they are an important partner in their student's education.</p>	All students	All	<p><b>Parent Involvement:</b> - Quarterly family's conferences. - Monthly parent educational</p>	<p><b>Parent Involvement:</b> - Quarterly family's conferences. - Monthly parent educational</p>	<p><b>Parent Involvement:</b> - Quarterly family's conferences. - Monthly parent educational</p>	<p><b>Parent Involvement:</b> - Quarterly family's conferences. - Monthly parent educational</p>	<p>Priority 3: Parent Involvement</p> <p>Priority 4: Pupil Achievement</p> <p>Priority 5:</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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	
				meetings. - Regular emails/letters in English/Spanish. - Access to Power School.	meetings. - Regular emails/letters in English/Spanish. - Conduct training to access and use Power School.	meetings. - Regular emails/letters in English/Spanish. - Conduct training to access and use Power School.	meetings. - Regular emails/letters in English/Spanish. - Conduct training to access and use Power School.	Student Engagement
<b>Need:</b> Parent involvement to promote a culture of volunteerism	<b>3.4 Parent Volunteerism:</b> Parents encourage volunteering their time and skills.	All Students	All	<b>Parent volunteerism:</b>	<b>Parent volunteerism:</b> - Work days to build, refresh, and contribute to the classrooms and school grounds. - Help teachers organizing, driving and chaperoning field trips. - Be part of Committees to help organize school events, fundraising	<b>Parent volunteerism:</b> - Work days to build, refresh, and contribute to the classrooms and school grounds. - Help teachers organizing, driving and chaperoning field trips. - Be part of Committees to help organize school events, fundraising	<b>Parent volunteerism:</b> - Work days to build, refresh, and contribute to the classrooms and school grounds. - Help teachers organizing, driving and chaperoning field trips. - Be part of Committees to help organize school events, fundraising	Priority 3: Parent Involvement  Priority 5: Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress Baseline: 2013-2014	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	
					activities and outreach. Be a mentor to a new enrolled family.	activities and outreach. Be a mentor to a new enrolled family.	activities and outreach. Be a mentor to a new enrolled family.	

**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.

Goal (Include and identify all goals from Section 2)	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
<b>Goal 1: Goals to improve Conditions of Learning by providing a rigorous, mastery-based quality, college preparatory high school education</b>							
<b><u>Goal 1.1 Montessori Credentials</u></b>	Priority 1: Basic Services	Contacted Houston Montessori Center to have their staff come to California during summer 2014 to deliver the Montessori Secondary I and II training to our main teachers (returning and new hired teachers).	All students		\$64,000 (PCSGP) to cover cost of this summer training for 7 to 8 teachers.	\$40,000 (PCSGP) for training cost	
<b><u>1.2 California Credentialed Teachers:</u></b>	Priority 1: Basic Services  Priority 2: Implementation of Common State Standards	One teacher to register to the credentials program of her choice. This teacher, has already the appropriate Montessori training, and will receive instead partial reimbursement towards her California	All students		\$3,000 (LCFF) for CA credentials reimbursement		

Goal (Include and identify all goals from Section 2)	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
		Credentials.					
<b><u>1.3 Safe facility:</u></b>	Priority 1: Basic Services	Research all potential facilities, negotiate lease agreement. Schedule move.	All students		\$69,000 (LCFF) for one year lease	\$85,000 (LCFF)	\$132,000 (LCFF)
<b><u>1.4 Student self-construction and College career counseling/planning</u></b>	Priority 7: Course Access  Priority 4: Pupil Achievement	Hire a full-time College Counselor, who is English and Spanish speaking. Provide opportunity for Professional Development, by registering to the American School Counselor Association (ASCA) conference in Florida.	- All students But also focus on: - Low income - English Learners - African-American - Latino - Special Education		\$56,000 (LCFF & LCFF Supplemental) for full-time College Counselor salary \$1,500 (LCFF & LCFF Supplemental) for College Counselor professional development to attend the ASCA conference in Florida	\$56,000 (LCFF & LCFF Supplemental) for full-time College Counselor salary	\$56,000 (LCFF & LCFF Supplemental) for full-time College Counselor salary
<b><u>1.5 Electives:</u></b>	Priority 7: Course Access	Brainstorm with the staff the list of electives to offer. Buy materials and supplies needed.	All students		\$4,000 (LCFF) for materials and supplies. About \$500 per elective	\$4,000 (LCFF) for materials and supplies. About \$500 per elective	\$4,000 (LCFF) for materials and supplies. About \$500 per elective
<b><u>1.6 Physical Education and Sports</u></b>	Priority 7: Course Access	In addition to the athletic director, contract with 4 coaches to help with	All students		\$17,680 (LCFF) for part-time athletic director salary.	\$17,680 (LCFF) for part-time athletic director salary.	\$17,680 (LCFF) for part-time athletic director salary.

Goal (Include and identify all goals from Section 2)	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
		practice of the different sport teams (one boy and girl team per semester). Also find potential fields to lease, mostly for Baseball.			\$6,000 (LCFF) for 4 coaches stipends of \$1,500 each. \$3,000 (LCFF) for cost of leasing a field.	\$6,000 (LCFF) for 4 coaches stipends of \$1,500 each. \$3,000 (LCFF) for cost of leasing a field.	\$6,000 (LCFF) for 4 coaches stipends of \$1,500 each. \$3,000 (LCFF) for cost of leasing a field.
<b>Goal 2: Goals to improve Pupil Outcomes</b>							
<b><u>2.1 Student Proficiency:</u></b>	Priority 4: Pupil Achievement	Having teachers (in English, Maths and Science) Montessori trained will help them deliver the curriculum in a more organized and deeper manner, which will give a better understanding of the subject to the students and achieve proficiency.	All students		See funding for Goal 1.1.		
<b><u>2.2 ELL students Proficiency:</u></b>	Priority 4: Pupil Achievement	Montessori helps ELL students master the acquisition of English.	ELL students		See funding for Goal 1.1.		
<b><u>2.3 Graduation rate:</u></b>	Priority 4: Pupil Achievement	Teachers will reinforce mastery concept to help students have a	All students		See funding for Goal 1.1.		

Goal (Include and identify all goals from Section 2)	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
		better understanding and increase the graduation rate.					
<b><u>2.4 School wide learner outcomes:</u></b>	Priority 8: Other Pupil Outcomes	Teachers will assess the students for all skills part of the School wide learner outcomes list.	All students		No cost associated.	No cost associated.	No cost associated.
<b>Goal 3: Goals to improve Engagement</b>							
<b><u>3.1 Consistent Attendance:</u></b>	Priority 5: Student Engagement	Advisory teachers and College Counselor will emphasize the importance of attending school every day and be on time. Community meeting is the first item of the day, providing good leadership skill to the students.	All students		No cost associated.	No cost associated.	No cost associated.
<b><u>3.2 Safe Climate:</u></b>	Priority 6: School Climate	Schedule Ropes Course field trip for the first week of school. Montessori training will provide teachers with tools in conflict resolution. Contact	All students		\$8,000 (LCFF)	\$8,000 (LCFF)	\$8,000 (LCFF)

Goal (Include and identify all goals from Section 2)	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
		the Police Department to organize a presentation to the students and families about cyber-bullying.					
<b><u>3.3 Parent Involvement:</u></b>	Priority 3: Parent Involvement  Priority 4: Pupil Achievement  Priority 5: Student Engagement	Schedule quarterly conferences with each family. Research topics for the Monthly parent educational meetings. Draft regular communication emails/letters. Translate them in Spanish.	All students		No cost associated.	No cost associated.	No cost associated.
<b><u>3.4 Parent Volunteerism:</u></b>	Priority 3: Parent Involvement  Priority 5: Student Engagement	Schedule work days as needed during the summer to clean the school. Find room parents to help each teach organize field trips. Form Committees to help with school events, fundraising and outreach.	All students		No cost associated.	No cost associated.	No cost associated.



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
<b><u>1.4 Student self-construction and College career counseling/planning</u></b>	Priority 7: Course Access  Priority 4: Pupil Achievement	<b>For low income pupils:</b> Hire a full-time College Counselor, who is English and Spanish speaking. Provide opportunity for Professional Development to go to the ASCA conference in Florida (with sessions about ‘Create a College-Going culture’; ‘Help Impoverished Students Succeed’, ‘Develop Opportunities for Latino Parent Involvement in Urban Schools’)	All		\$56,000 (LCFF & LCFF Supplemental) for full-time College Counselor salary \$1,500 (LCFF & LCFF Supplemental) for College Counselor professional development to attend a conference in Florida	\$56,000 (LCFF & LCFF Supplemental) for full-time College Counselor salary	\$56,000 (LCFF & LCFF Supplemental) for full-time College Counselor salary
<b><u>2.2 ELL students Proficiency:</u></b>	Priority 4: Pupil Achievement	<b>For English learners and for redesignated fluent</b>	All				

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
		<p><b>English proficient pupils:</b> Provide Montessori training to core teachers because Montessori helps ELL students master the acquisition of English. Also learning is not lecture-based; students have many opportunities to further their science, math, history, and Language Arts skills using non-language-based methodologies, such as hands-on materials and collaborative work with peers.</p>					
N/A		For foster youth: No foster youth student					

- C. 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.)

The numbers are based on 20 Free and Reduced Lunch students and 6 English Learner students in 2013-14, which represents an unduplicated count of 20 students. This number will mostly increase as the school grows its enrollment each year. However the school is moving this summer to a different part of town, so it is hard to estimate how that number will evaluate. So the same number (20 unduplicated students) has been used in the LCFF calculator for next years. For 2014-15, Silver Oak will receive \$12,452 in LCFF Supplemental funding, then \$16,553 in 2015-16, and \$9,078 in 2016-17. As described in section 3B, this total funding will be assigned to cover a subset of the expenses for goal 1.4, toward Professional Development and College Counselor's salary.

- D. 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.

The unduplicated count of 20 students represents only 1.31% of total students in 2014-15, then 1.18% of students in 2015-16 and 0.54% of students in 2016-17.

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.