

Introduction:

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510-370-3334

LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each 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><u>Parents/Families:</u></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"> - Hold four informational meetings for prospective parents (Nov 21st 2013, Dec 12th 2013, Jan 9th 2014, and Feb 13th 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. - 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. - Monthly parent educational meetings have been scheduled to involve families in the main aspect of their student education and ask questions. - Regular emails/letters (in English and Spanish) are sent to families to keep them updated of the different activities planed. - Parents have access to Power School to track their student grades, assignment deadlines and attendance. - 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. - Silver Oak considers families as important partners in their student's education. <p>2. Specific LCAP involvement:</p> <ul style="list-style-type: none"> - A special parent educational meeting regarding LCFF and LCAP was scheduled on May 15th 2014 to explain the changes happening and why it was important for them to provide feedbacks. - 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. <p><u>Students:</u></p> <p>1. Process through out the year:</p> <ul style="list-style-type: none"> - 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. - 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 weakness, in order to progress. <p>2. Specific LCAP involvement:</p> <ul style="list-style-type: none"> - Each student filled the survey designed for the LCAP purpose. 	<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"> - 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. <p><u>1. Basic Services:</u></p> <ul style="list-style-type: none"> - 83% thinks that Silver Oak provides a rigorous, mastery-based quality, high school educational program. - 84% agrees (or strongly agrees) that Silver Oak provides individualized student learning. - 70% thinks that the teachers are highly qualified to teach class in their subject area. - Only 59% indicated that the school provides a safe school facility and 58% described that the facility, classroom environment and grounds feel clean. <p><u>2. Implementation of Common Core State Standards:</u></p> <ul style="list-style-type: none"> - 86% agrees that Silver Oak has implemented Common Core State Standards in English and Mathematics. - 74% thinks that the school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements. - 47% agrees that the school provides additional individualized support to students identified as English Learners. And 35% answered as N/A. <p><u>3. Parent Involvement:</u></p> <ul style="list-style-type: none"> - 85% feels welcome when at Silver Oak. - 81% indicated that they have access to Power School, but only 47% are using it often or regularly. - 75% of parents receive regular communication to keep them informed of the different activities. - 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). - 88% acknowledges that Silver Oak emphasizes Spanish communication. - 85% notices that Silver Oak sees parents as important partners in their student's education. <p><u>4. Student Achievement:</u></p> <ul style="list-style-type: none"> - 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

Staff:

- Each staff member was also giving a survey to fill to provide feedbacks on how the school is doing regarding the eight State priorities.

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.

5. Student Engagement:

- 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.

6. School Climate:

- 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).

7. Course Access:

- 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.

8. Student Outcomes:

- 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 Litteracy, 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.

Annual Update for 2014-2015:

Parents/Families:

1. As last year, parents were kept involved through out the year with the implementation of the following processes, which give them a good perspective and better understanding on the school and its educational model (This process let them provide suggestions/comments through out the year, and principally at the end of the year):

- Held four informational meetings for prospective parents (Nov 13th 2014, Dec 11th 2014, Jan 8th 2015, and Feb 12th 2015) where the Head of School described the philosophy of the school for parents to understand

- how Montessori education is different than traditional schools;
- why the teachers have additional credentials,
- why the school has intercessions and field trips.

One bilingual member of the staff is always present to translate in Spanish.

- A family conference with the advisory teacher is organized quarterly, for communicating student progress to the family, offering any additional help which may have been needed and listening to feedback from the student and family. The first conference was scheduled the first week of school in August in order for the student to set goals for the school year. Students keep the same advisor each year.

- A "Journey of Discovery" was scheduled on two separate days to involve families in the Montessori aspect of their students' education and to ask questions. Parents were able to see how Montessori secondary education is delivered (Socratic seminars, small group lessons, and individual work).

- Regular emails/letters (in English and Spanish) were sent to families to keep them updated of the different student activities that were planed.

- Parents had access to PowerSchool to track their student's grades, assignment deadlines and attendance.

- Montessori is based on hands-on learning and real life experience, which includes field trips. Parents had the opportunity to be involved by driving and chaperoning on those field trips.

- Silver Oak considers families as important partners in their student's education.

2. Specific LCAP involvement:

- A special parent educational meeting regarding LCFF and LCAP was scheduled on May 14th 2015 to explain the LCFF and LCAP; review the results of last year's survey and last year's LCAP goals, and emphasize the important for them to provide feedback and be part of this LCAP process.

- At the end of the meeting, a survey (in English and Spanish) was distributed and also emailed/mailed to the families who didn't come.

- Surveys were collected and analyzed. All comments are read. Sometimes, follow up meetings were scheduled if the family requested one in the survey

Annual Update for 2014-2015:

Last year's survey was updated a bit, to add a couple of questions under Parent Involvement, Student Engagement, and School Climate. Some questions were also specially reworded for the students (keeping the topic of the questions identical). The survey still covered each of the eight State Priorities so that stakeholders had the opportunity to provide feedbacks in all areas. It was also translated into Spanish.

Results of the survey:

- A total of 116 surveys have been received (compared to 68 last year). Surveys were anonymous, but most of them mentioned if the respondent was 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.

1. Basic Services:

- 86% thought that Silver Oak provided a college preparatory education. This is an increase of 3% compared to last year.

- 79% agreed (or strongly agreed) that Silver Oak provides individualized mastery learning. This is a decrease of 5% compared to last year. We had about 50 new families and students this year, so this new concept takes a while to understand.

- 81% thinks that the teachers are highly qualified to teach class in their subject area. This is an increase of 11% compared to last year.

- 70% indicated that the school provides a safe school facility (increase of 11% compared to last year) and 60% described that the facility, classroom environment and grounds feel clean (increase of 2% compared to last year).

2. Implementation of Common Core State Standards:

- 89% agreed that Silver Oak has implemented Common Core State Standards in English and Mathematics. This is an increase of 3% compared to last year.

- 78% thought that the school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements. Increase of 4% compared to last year.

- 64% agreed that the school provides additional individualized support to students identified as English Learners. Increased of 17% compared to last year. And 31% answered as N/A.

3. Parent Involvement:

- 100% of parents said that they benefited from the Journey of Discovery. But only 33% of students said their parents benefited from the Journey of Discovery, with 35% answering as N/A.

- 100% of parents felt welcome when at school, an increase of 15% from last year.

- 90% indicated that parents have access to Power School (9% increase compared to last year), with 72% who are using it (but only 30% said they use it often or regularly). 67% would like to have training on how to use Power School

and indicate their name.

Students:

1. Process through out the year:

- Each student was assigned to a teacher who was his/her advisor. They developed a special relationship. Students were able to bring feedback/issues to their advisors.
- Students were also very involved in the quarterly family conferences, as they lead the conference, showing their work as well as outlining their strengths and weakness, in order to progress.

2. Specific LCAP involvement:

- Each student filled the survey designed for the LCAP purpose. This year, the wording of the survey was updated to address them directly, instead of targeting their parents.

Staff:

- Each staff member was also given a survey to complete to provide feedback on how the school is doing regarding the eight State priorities.

efficiently.

- 95% of parents received regular communication to keep them informed of the different activities. Increased 20% compared to last year.
- 76% agreed that the school has channels in place to hear parents' ideas about how to make the school better (quarterly family conferences, advisors and monthly parent education meetings). This is a decrease of 4% from last year.
- 94% acknowledged that Silver Oak emphasizes Spanish communication. This is an increase of 6% compared to last year.
- 91% noticed that Silver Oak sees parents as important partners in their student's education. Increase of 6% from last year.

4. Student Achievement:

- 77% reported that concerns, regarding student's academic performance, can be easily communicated and are fully supported by the school. Decrease of 7%.
- 51% indicated that services provided to English Learner students were effective and increase proficiency rate. Increase of 7%. And 39% answered as N/A.
- 86% valued the intercession activities and considered them as intricate parts of the curriculum. Decrease of 2%.
- 74% agreed that the school supports all students for career and college readiness guidance. Decrease of 8%. And 5% answered as N/A
- 74% agreed that the school requires all students to enroll in challenging courses for career and college preparation.

5. Student Engagement:

- 71% reported that students enjoy attending the School (increase of 3%), and 82% noticed that students are more motivated to learn (increase of 14%).
- 87% understood that daily attendance is important for both student academic and school financial.
- 85% understood the importance of Intercession weeks and supported their student's attendance during that time. Increase of 5%.
- 67% of parents said that they are contacted for repeat occurrences of missed attendance. Increase of 3%. And 22% answered as N/A.

6. School Climate:

- 74% mentioned that Silver Oak provides a safe school climate (increase of 7%).
- 66% mentioned that Silver Oak provides an orderly classroom environment
- 82% said students feel accepted and is supported by the school community
- 80% said Gender, racial, ethnic, cultural background are respected
- 82% agreed that the staff guides students in becoming respectful members of the community (through social inclusion). Increase of 13%.
- 82% thought that staff supports students through advisories, individual work time and family conferences. Same percentage as last year.
- 79% said that having an advisor assigned to each student is useful. Increase of 12%.
- 64% agreed that rude language and bullying are not tolerated on campus
- 70% felt comfortable contacting an adult at school when they could not resolve a conflict

7. Course Access:

- 74% were satisfied with student's progress in English, Mathematics; this is a 10% decrease.
- 52% reported being satisfied in Science; this is a 25% decrease.
- 83% reported being satisfied in Social Studies; this is a 48% increase.
- 81% reported being satisfied in Digital Media/Arts; this is a 1% decrease.
- 56% of parents reported being satisfied in Foreign Languages.
- 86% were satisfied with the electives provided; this is a 18% increase.
- 68% were satisfied with progress in Physical Education; this is a 8% increase.
- 73% were satisfied with progress Self-Construction classes; this is a 4% decrease.
- 37% mentioned that students who need Special Education services are provided necessary support (11% decrease). And 57% answered as N/A (18% increase in N/A numbers).

8. Student Outcomes:

- 63% agreed that Silver Oak is helping students developing portfolios to reflect upon their annual progress and best work. Decrease of 8%.
- 74% indicated that their student demonstrates leadership skills. Decrease of 4%
- The school has put in place a list of School wide learner outcomes, as part of an important Montessori component. The results indicate good progress in developing those outcomes:
 - 75% for Technology, Information and Communication Literacy (-9%),
 - 82% for Critical Thinking and Problem Solving (+7%)
 - 75% for Effective Oral and Written Communication (-5%)
 - 79% for Curiosity and Imagination (+4%)
 - 73% for Collaboration Across Networks and Global awareness (-3%)
 - 81% for Initiative and Entrepreneurialism (+4%)
 - 76% for Mastery, Agility and Adaptability (+3%)

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%.

Annual Update for 2015-2016:

Parents/Families:

1. As last year, parents were kept involved through out the year with the implementation of the following processes, which give them a good perspective and better understanding on the school and its educational model (This process let them provide suggestions/comments through out the year, and principally at the end of the year):

- Held four informational meetings for prospective parents (Nov 12th 2015, Dec 10th 2015, Jan 14th 2016, and Feb 11th 2016) where the Head of School described the philosophy of the school for parents to understand

- how Montessori education is different than traditional schools;
- why the teachers have additional credentials,
- why the school has intercessions and field trips.

One bilingual member of the staff is always present to translate in Spanish.

- A family conference with the advisory teacher is organized quarterly, for communicating student progress to the family, offering any additional help which may have been needed and listening to feedback from the student and family. The first conference was scheduled the first week of school in August in order for the student to set goals for the school year. Students keep the same advisor each year.

- A "Journey of Discovery" was scheduled to involve families in the Montessori aspect of their students' education and to ask questions. Parents were able to see how Montessori secondary education is delivered (Socratic seminars, small group lessons, and individual work).

- Regular emails/letters (in English and Spanish) were sent to families to keep them updated of the different student activities that were planned.

- Parents had access to PowerSchool to track their student's grades, assignment deadlines and attendance.

- Silver Oak considers families as important partners in their student's education.

2. Specific LCAP involvement:

- A special parent educational meeting regarding LCFF and LCAP was scheduled on May 31st 2016 to explain the LCFF and LCAP; review the results of last year's survey and last year's LCAP goals, and emphasize the important for them to provide feedback and be part of this LCAP process.

- At the end of the meeting, a survey (in English and Spanish) was distributed and also emailed/mailed to the families who didn't come.

- Surveys were collected and analyzed. All comments are read. Sometimes, follow up meetings were scheduled if the family requested one in the survey and indicate their name.

Students:

1. Process through out the year:

- Each student was assigned to a teacher who was his/her advisor. They

Annual Update for 2015-2016:

Very little modifications were made to last year's survey. The survey still covered each of the eight State Priorities so that stakeholders had the opportunity to provide feedbacks in all areas. We continue to maintain the Spanish translation.

Results of the survey:

- A total of 116 surveys have been received (same as last year, but this time we got more surveys back from parents and less from students, compared to last year). Surveys were anonymous, but most of them mentioned if the respondent was 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.

1. Basic Services:

- 81% of the parents thought that Silver Oak provided a college preparatory education. This is a decrease of 5% compared to last year. But when combined with the student survey, the result is only 70%.

- 65% agreed (or strongly agreed) that Silver Oak provides individualized mastery learning. This is a decrease of 14% compared to last year. We had about 50 new families and students again this year, so this new concept takes a while to understand.

- 70% thinks that the teachers are highly qualified to teach class in their subject area. This is a decrease of 11% compared to last year. Several new teachers have not received appropriate training yet. Combine with the students, only 53% indicate that the teachers are highly qualified.

- 73% indicated that the school provides a safe school facility (increase of 3% compared to last year) and 57% described that the facility, classroom environment and grounds feel clean (decrease of 3% compared to last year). Combined with the students' inputs, only 47% that the facility feel clean.

2. Implementation of Common Core State Standards:

- 94% agreed that Silver Oak has implemented Common Core State Standards in English and Mathematics. This is an increase of 5% compared to last year. But when combined with the students, it is 81%.

- 82% thought that the school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements. Increase of 4% compared to last year. Combined with students' inputs, it is 74%.

- 41% agreed that the school provides additional individualized support to students identified as English Learners. Decreased of 23% compared to last year. But 50% answered as N/A.

3. Parent Involvement:

- 65% of parents said that they benefited from the Journey of Discovery. But 34% answered as N/A. 44% of students said their parents benefited from the Journey of Discovery, which is an increase of 11% compared to last year.

- 88% of parents felt welcome when at school, a decrease of 12% from last year.

- 100% indicated that parents have access to Power School (10% increase

developed a special relationship. Students were able to bring feedback/issues to their advisors.

- Students were also very involved in the quarterly family conferences, as they lead the conference, showing their work as well as outlining their strengths and weakness, in order to progress.

2. Specific LCAP involvement:

- Each student filled the survey designed for the LCAP purpose. This year, the wording of the survey was updated to address them directly, instead of targeting their parents.

Staff:

- Each staff member was also given a survey to complete to provide feedback on how the school is doing regarding the eight State priorities.

compared to last year), with 83% who are using it (45% said they use it often or regularly, which shows an increase of 15%). Only 38% would like to have training on how to use Power School efficiently.

- 63% of parents received regular communication to keep them informed of the different activities. Decreased of 32% compared to last year.

- 68% agreed that the school has channels in place to hear parents' ideas about how to make the school better (quarterly family conferences, advisors and monthly parent education meetings). This is a decrease of 8% from last year.

- 100% acknowledged that Silver Oak emphasizes Spanish communication. This is an increase of 6% compared to last year.

- 83% noticed that Silver Oak sees parents as important partners in their student's education. Decrease of 8% from last year.

4. Student Achievement:

- 80% reported that concerns, regarding student's academic performance, can be easily communicated and are fully supported by the school. Increase of 3%. Combined with students' results, it is 76%.

- 21% indicated that services provided to English Learner students were effective and increase proficiency rate. Decrease of 30%. And 71% answered as N/A (increased of 32%). Several students have been reclassified as fluent.

- 80% valued the intercession activities and considered them as intricate parts of the curriculum. Decrease of 6%. Combined with the students' that percentage is 68%.

- 58% agrees that Juniors and Seniors are provided with Honors courses; with 42% answering N/A. Combined with the students' results indicated 78%, with 13% N/A.

- 74% agreed that the school supports all students for career and college readiness guidance. Decrease of 8%. And 5% answered as N/A

- 82% agreed that the school requires all students to enroll in challenging courses for career and college preparation. Increase of 8%. Combine with students results is 75%.

5. Student Engagement:

- 88% reported that students enjoy attending the School (increase of 17%), and 76% noticed that students are more motivated to learn (increase of 14%).

- 100% understood that daily attendance is important for both student academic and school financial. Increase of 13%.

- 83% understood the importance of Intercession weeks and supported their student's attendance during that time. Decrease of 2%.

- 56% of parents said that they are contacted for repeat occurrences of missed attendance. And 41% answered as N/A.

6. School Climate:

- 80% mentioned that Silver Oak provides a safe school climate (increase of 6%).

- 70% said that Silver Oak provides an orderly classroom environment (+4%).

- 85% said students feel accepted and supported by the school community (+3%)

- 92% said Gender, racial, ethnic, cultural background are respected (+12%)

- 81% agreed that the staff guides students in becoming respectful members of the community (through social inclusion). Decrease of 1%.
- 87% thought that staff supports students through advisories, individual work time and family conferences (+5%).
- 83% said that having an advisor assigned to each student is useful (+ 4%).
- 60% agreed that rude language and bullying are not tolerated on campus (-4%).
- 60% felt comfortable contacting an adult at school when they could not resolve a conflict (-10%).

7. Course Access:

- 70% were satisfied with student's progress in English (-4%),
- 85% satisfied in Mathematics; this is a 15% increase.
- 61% reported being satisfied in Science; this is a 9% increase.
- 87% reported being satisfied in Social Studies; this is a 4% increase.
- 80% reported being satisfied in Digital Media/Arts; this is a 1% decrease.
- 65% of parents reported being satisfied in Foreign Languages. 9% increase.
- 80% were satisfied with the electives provided; this is a 6% decrease.
- 62% were satisfied with progress in Physical Education; this is a 6% decrease.
- 68% were satisfied with progress Self-Construction classes; this is a 5% decrease.
- 30% mentioned that students who need Special Education services are provided necessary support (7% decrease). And 61% answered as N/A (4% increase in N/A numbers).

8. Student Outcomes:

- 54% agreed that Silver Oak is helping students developing portfolios to reflect upon their annual progress and best work. Decrease of 11%.
- 70% indicated that their student demonstrates leadership skills. Decrease of 4%
- The school has put in place a list of School wide learner outcomes, as part of an important Montessori component. The results indicate good progress in developing those outcomes:
- 73% for Technology, Information and Communication Literacy (-2%),
- 72% for Critical Thinking and Problem Solving (-10%)
- 80% for Effective Oral and Written Communication (+5%)
- 77% for Curiosity and Imagination (-2%)
- 68% for Collaboration Across Networks and Global awareness (-5%)
- 72% for Initiative and Entrepreneurialism (-9%)
- 73% for Mastery, Agility and Adaptability (-3%)

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%.

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 schoolsite 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 1: Goals to improve Conditions of Learning by providing a rigorous, mastery-based quality, college preparatory high school education

GOAL:	<p>Goal 1.1 Montessori Credentials 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>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<p>Students need highly qualified teachers. - 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>			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students		
LCAP Year 1: 2014-15				
Expected Annual Measurable Outcomes:	<p>Montessori Credentials: - 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 8th teacher already has it).</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
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	<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)_____		\$64,000 (PCSGP) to cover cost of this summer training for 7 to 8 teachers.
LCAP Year 2: 2015-16				
Expected Annual Measurable Outcomes:	<p>Montessori Credentials: - 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>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Seven teachers will complete their Montessori Secondary I and II credentials during July 2015. Our Dean of Students/College Counselor will start the Montessori Administration training June 2015 to support the students as well. As hiring for 2015-2016 year is being finalized, at least three new teachers will be enrolled in the Montessori Secondary credential program.	All students	<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)_____		\$40,000 (PCSGP) for training cost
LCAP Year 3: 2016-17				
Expected Annual Measurable Outcomes:	<p>Montessori Credentials: - All teachers would have completed their Montessori Secondary training.</p>			
Actions/Services	Scope of	Pupils to be served within identified scope of service		Budgeted

	Service		Expenditures
Each year, new hires will be enrolled on the Montessori Secondary I and II credentials program.	All students	<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) _____	\$8,000 (LCFF) per teacher for training cost

GOAL:	1.2 California Credentialed Teachers: 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).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Students need highly qualified teachers. - 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.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	California Credentials: All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 Credentials.	All students	<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) _____	\$3,000 (LCFF) for CA credentials reimbursement

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	California Credentials: All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Each new hired teacher needs to enroll in a California single subject credential program if he/she doesn't already have it.	All students	<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	\$0 (LCFF) for CA credentials reimbursement

__Other Subgroups:(Specify)_____

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:

California Credentials:

All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Each new hired teacher needs to enroll in a California single subject credential program if he/she doesn't already have it.	All students	<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)_____	\$2,000 (LCFF) per teacher for CA credentials reimbursement

GOAL:

1.3 Safe facility:

Be located in a safe facility.

Related State and/or Local Priorities:

1 2__ 3__ 4__ 5__ 6__ 7__ 8__

COE only: 9__ 10__

Local : Specify _____

Identified Need :

Students need to feel safe wherever they are in the school grounds.

But only 59% of the survey participants indicated that the school provides a safe school facility.

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All students

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:

Safe facility:

Move to a safe and secured facility. Secure a lease for a private facility to start on July 1st 2014.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research all potential facilities, negotiate lease agreement. Schedule move to new facility with lease starting on July 1 st 2014.	All students	<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)_____	\$69,000 (LCFF) for one year lease

LCAP Year 2: 2015-16

Expected Annual Measurable

Safe facility:

Be able to stay in the same private facility and negotiate additional space to grow. Continue to look for alternate facility options. Will also continue to submit Prop 39 to get access to a different property.

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staying at our current location for 2015-2016 (with one additional classroom), but need to continue to research opportunities for a bigger facility in Hayward (through private lease or Prop 39) for 2016-2017. Apply to Facility grants for 2015-2016.	All students	X_ALL	\$85,000 (LCFF)
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Safe facility: Be able to stay in the same private facility and negotiate additional space to grow. Continue to look for alternate facility options. Will also continue to submit Prop 39 to get access to a different property.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Need to continue to research opportunities for a long-term facility in Hayward (through private lease or Prop 39) for 2017-2018 and later.	All students	X_ALL	\$132,000 (LCFF)
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	

GOAL:	1.4 Student self-construction and College career counseling/planning It is important to start focusing on College career counseling as soon as possible.	Related State and/or Local Priorities:
		1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students need to think about their future. - Based on survey, 77% are satisfied with Self-Construction classes.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students, but focus on Low incomes, English Learners and all subgroups.	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	College Counselor: 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 Spanish English Learners and Latino students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a full-time College Counselor, who is English and Spanish	- All students	X_ALL	\$56,000 (LCFF &
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

<p>speaking. Provide opportunity for Professional Development, by registering to the American School Counselor Association (ASCA) conference in Florida.</p>	<p>But also focus on: - Low income - English Learners - African-American - Latino - Special Education</p>	<p>OR: <input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners <input checked="" type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>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</p>
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LCAP Year 2: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>College Counselor: Continue to hire a full-time College Counselor.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to hire a full-time Spanish speaking College counselor, who will assume the responsibility of Dean of students. Enrolled in the Montessori Administration credential program.</p>	<p>- All students But also focus on: - Low income - English Learners - African-American - Latino - Special Education</p>	<p><u>X</u>_ALL OR: <input checked="" 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>	<p>\$56,000 (LCFF & LCFF Supplemental) for full-time College Counselor salary</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>College Counselor: Continue to hire a full-time College Counselor.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to hire a full-time Spanish speaking College counselor.</p>	<p>- All students But also focus on: - Low income - English</p>	<p><u>X</u>_ALL OR: <input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p>	<p>\$56,000 (LCFF & LCFF Supplemental) for full-time College</p>

Learners
 - African-American
 - Latino
 - Special Education

__Other Subgroups: (Specify)_____

Counselor salary

GOAL:	1.5 Electives: Provide more electives choices.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : **Students need the opportunity to access different types of courses.**
 - Only 68% are satisfied with Electives classes provided.

Goal Applies to: **Schools:** All
Applicable Pupil Subgroups: All students

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: More staff has been hired and some budget allocated.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Brainstorm with the staff the list of electives to offer. Buy materials and supplies needed.	All students	<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)_____	\$4,000 (LCFF) for materials and supplies. About \$500 per elective

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes: More staff will be hired and more budget allocated.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Brainstorm with the staff the list of electives to offer, to keep them attractive for the students. Buy materials and supplies needed.	All students	<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)_____	\$4,000 (LCFF) for materials and supplies. About \$500 per elective

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	More budget allocated.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Brainstorm with the staff the list of electives to offer, to keep them attractive for the students. Buy materials and supplies needed.	All students	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$3,000 (LCFF) for materials and supplies. About \$300 per elective

GOAL:	1.6 Physical Education and Sports Have a full developed athletic program.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Emphasize on Physical Education. - Only 60% are satisfied in that area.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Athletic Program: With the move to a private facility, the school will have access to a gym, small grass field for Physical Education. Looking into the possibility of leasing fields at East Bay Cal State.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In addition to the athletic director, contract with 4 coaches to help with practice of the different sport teams (one boy and girl team per semester). Also find potential fields to lease, mostly for Baseball.	All students	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$17,680 (LCFF) for part-time athletic director salary. \$6,000 (LCFF) for 4 coaches stipends of \$1,500 each. \$3,000 (LCFF) for cost of leasing a field.

LCAP Year 2: 2015-16

Expected Annual	Athletic Program: Full and competitive Sport program.		
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Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We are going to continue to be a member of BACSAC (Bay Area Charter Schools Athletic Conference). And will continue to investigate ways to lease a Baseball field by talking to Hayward Unified School District (HUSD) and Hayward Recreation and Park District (HARD), even though none seems available. Hire four coaches to help with practice of the different sport teams.	All students	<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) _____	\$17,680 (LCFF) for part-time athletic director salary. \$6,000 (LCFF) for 4 coaches stipends of \$1,500 each. \$3,000 (LCFF) for cost of leasing a field.

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:		Athletic Program: Full and competitive Sport program.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We are going to continue to be a member of BACSAC (Bay Area Charter Schools Athletic Conference). Hire five coaches to help with practice of the different sport teams.	All students	<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) _____	\$15,700 (LCFF) for BACSAC. \$7,500 (LCFF) for 5 coaches stipends of \$1,500 each.

Goal 2: Goals to improve Pupil Outcomes

GOAL:	<p>2.1 Student Proficiency: Proficiency in English, Maths and Science. Increase the percentage of students proficient by 5% each year.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
Identified Need :	<p>Students need to acquire grade level proficiency In order to successfully master the curriculum.</p>		
Goal Applies to:	<p>Schools: All Applicable Pupil Subgroups: All students</p>		
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	<p>Proficiency: 65% of students proficient in English, Maths and Science.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>All students</p>	<p>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>See funding for Goal 1.1.</p>
LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	<p>Proficiency: 70% of students proficient in English, Maths and Science.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to enroll new hired teachers in Montessori Secondary I and II credential, to train them in providing students individualized learning. Also implement credit recovery program as needed, through out the school year (after school) and during the summer (starting in June).</p>	<p></p>	<p>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>See funding for Goal 1.1. \$16,000 (LCFF) for credit recovery salaries</p>
LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	<p>Proficiency: 75% of students proficient in English, Maths and Science.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p></p>	<p></p>	<p></p>	<p></p>

Continue to enroll new hired teachers in Montessori Secondary I and II credential program, to train them in providing students individualized learning. Also implement credit recovery program as needed, through out the school year (after school) and during the summer (starting in June).	<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)_____	See funding for Goal 1.1. \$24,000 (LCFF) for credit recovery salaries
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GOAL:	2.2 ELL students Proficiency: Proficiency in English. Each student will demonstrate progress each year. After 2 years at the school, anticipate reclassification of 2 students annually.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	English Language Learners to master English.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Language Learners
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LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Reclassification rate: 0 students reclassified.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	ELL students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See funding for Goal 1.1.

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Reclassification rate: 2 students reclassified.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to enroll new hired teachers in Montessori Secondary I and II credential program, to train them in using non-language-based methodologies (such as hands-on materials and collaborative work with peers). Also trying to hire a 2 nd Spanish teacher with specific ELL credentials to help better those students, administer the CELT testing and follow up on ELL students' progress.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See funding for Goal 1.1. \$60,000 (LCFF) for ELL credential teacher salary

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Reclassification rate: 2 students reclassified		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to enroll new hired teachers in Montessori Secondary I and II credential program, to train them in using non-language-based methodologies (such as hands-on materials and collaborative work with peers). Also continue to hire a 2 nd Spanish teacher with specific ELL credentials to help better those students, administer the CELT testing and follow up on ELL students' progress.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	See funding for Goal 1.1. \$60,000 (LCFF) for ELL credential teacher salary

GOAL:	2.3 Graduation rate: The goal is to promote academic excellence and reach 100% graduation rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Students to meet achievement standards for High School.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Graduation rate: 0% (9 th to 11 th grades)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will reinforce mastery concept to help students have a better understanding and increase the graduation rate.	All students	<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) _____	See funding for Goal 1.1.

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Graduation rate: 90% With 100% placement in college or career path training program		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Montessori teachers will reinforce mastery concept and individualized learning to help students have a better understanding, as well as increasing student proficiency and graduation rate. College Counselor will guide students toward adequate and best suited placement in college or career path.		<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)_____	See funding for Goals 1.1 and 1.4.

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Graduation rate: 95% With 100% placement in college or career path training program		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Montessori teachers will reinforce mastery concept and individualized learning to help students have a better understanding, as well as increasing student proficiency and graduation rate. College Counselor will guide students toward adequate and best suited placement in college or career path.		<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)_____	See funding for Goals 1.1 and 1.4.

GOAL:	2.4 School wide learner outcomes: Students to master 21 st century skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students should be well equipped to face the challenges of this new century.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All students	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Outcomes: 80% of students developed those outcomes.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will assess the students for all skills part of the School wide learner outcomes list.	All students	<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)_____	No cost associated.

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Outcomes: 80% of students developed those outcomes.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will continue to assess and evaluate the students in their progression towards the School wide Learner Outcomes.		X_ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	No cost associated.

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Outcomes: 85% of students developed those outcomes.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will continue to assess and evaluate the students in their progression towards the School wide Learner Outcomes.		X_ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	No cost associated.

Goal 3: Goals to improve Engagement

GOAL:	<p>3.1 Consistent Attendance: Improve the attendance of all students, but especially the students absent 20 days or more.</p>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Need: Students need to arrive on time and attend school every day.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students		
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	Attendance: 95% annual. 10% of all students have been absent 20 days or more this year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost associated.
LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	Attendance: 95.50% annual. 10% of all students have been absent 20 days or more this year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Advisory teachers, head of school and College Counselor will continue to emphasize the importance of attending school every day and be on time. It will be communicated to families at quarterly parents/teachers conferences for students absent too often.	All students	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost associated.
LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	Attendance: 96% annual. 10% of all students have been absent 20 days or more this year.		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Advisory teachers, head of school, Dean of Students and College Counselor will continue to emphasize the importance of attending school every day and be on time. It will be communicated to families at quarterly parents/teachers conferences for students absent too often.	All students	<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) _____	No cost associated.

GOAL:	3.2 Safe Climate: Emphasize student community building, anti-bullying and cyber-bullying.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Need: Develop a safe school climate. - Only 67% feels that the school provides a safe school climate. - 69% agrees that the staff guides the students in becoming respectful members of the community (through social inclusion).
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students
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LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Safe Climate: - Ropes Course event during the first week of school. - Montessori 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule Ropes Course field trip for the first week of school. Montessori training will provide teachers with tools in conflict resolution. Contact the Police Department to organize a presentation to the students and families about cyber-bullying.	All students	<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) _____	\$8,000 (LCFF)

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Safe Climate: - Ropes Course event during the first week of school. - Trained Montessori teachers will guide students. - Partner with the Police Department to come talk to students and families about cyber-bullying.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- Team building: Ropes Course event done first week of school.	All students	<input checked="" type="checkbox"/> ALL	\$8,000 (LCFF)

<ul style="list-style-type: none"> - Conflict resolution: emphasized by trained Montessori teachers. - Cyber-bullying: Police Department to do a presentation to the students/families. - Grace and Courtesy: emphasized by trained Montessori teachers. 	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>
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LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Safe Climate:</p> <ul style="list-style-type: none"> - Ropes Course event during the first week of school. - Trained Montessori teachers will guide students. - Partner with the Police Department to come talk to students and families about cyber-bullying. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> - Team building: Ropes Course event done first week of school. - Conflict resolution: emphasized by trained Montessori teachers. - Cyber-bullying: Police Department to do a presentation to the students/families. - Grace and Courtesy: emphasized by trained Montessori teachers. 	All students	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	No cost associated.

GOAL:	<p>3.3 Parent Involvement:</p> <p>Parents to understand that they are an important partner in their student's education.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_X 4_X 5_X 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Identified Need :	<p>Need:</p> <p>Parent involvement to promote student success</p>
Goal Applies to:	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All students</p>

LCAP Year 1: 2014-15

<p>Expected Annual Measurable Outcomes:</p>	<p>Parent Involvement:</p> <ul style="list-style-type: none"> - Quarterly family's conferences. - Monthly parent educational meetings. - Regular emails/letters in English/Spanish. - Conduct training to access and use Power School. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Schedule quarterly conferences with each family. Research topics for the Monthly parent educational meetings. Draft regular communication emails/letters. Translate them in Spanish.</p>	All students	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	No cost associated.

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Parent Involvement: - Quarterly family's conferences. - Monthly parent educational meetings. - Regular emails/letters in English/Spanish. - Conduct training to access and use Power School.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule quarterly conferences with each family. Research topics for parent education (meetings, Journey of Discovery, LCAP). Draft regular communication emails/letters. Translate them in Spanish. Train parents in using PowerSchool.		<u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost associated.

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Parent Involvement: - Quarterly family's conferences. - Monthly parent educational meetings. - Regular emails/letters in English/Spanish. - Conduct training to access and use Power School.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule quarterly conferences with each family. Research topics for parent education (meetings, Journey of Discovery, LCAP). Draft regular communication emails/letters. Translate them in Spanish. Train parents in using PowerSchool.		<u>X</u> _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No cost associated.

GOAL:	3.4 Parent Volunteerism: Parents encourage volunteering their time and skills.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Need: Parent involvement to promote a culture of volunteerism		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All students	

LCAP Year 1: 2014-15

Expected Annual Measurable	Parent volunteerism: - Work days to build, refresh, and contribute to the classrooms and school grounds.		
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Outcomes:	<ul style="list-style-type: none"> - Help teachers organizing, driving and chaperoning field trips. - Be part of Committees to help organize school events, fundraising activities and outreach. Be a mentor to a new enrolled family. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule work days as needed during the summer to clean the school. Find room parents to help each teacher organize field trips. Form Committees to help with school events, fundraising and outreach.	All students	<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)_____	No cost associated.

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Parent volunteerism: <ul style="list-style-type: none"> - 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 activities and outreach. Be a mentor to a new enrolled family. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule work days as needed during the year and summer to clean the school. Parents to chaperone on field trips. Form Committees to help with school events and fundraising.	All students	<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)_____	No cost associated.

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Parent volunteerism: <ul style="list-style-type: none"> - 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 activities and outreach. Be a mentor to a new enrolled family. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Schedule work days as needed during the year and summer to clean the school. Parents to chaperone on field trips. Form Committees to help with school events and fundraising.	All students	<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)_____	No cost associated.

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

Annual Update

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

Guiding Questions:

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

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

Goal 1: Goals to improve Conditions of Learning by providing a rigorous, mastery-based quality, college preparatory high school education

Original GOAL from prior year LCAP:	1.1 Montessori Credentials: 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).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students		
LCAP Year: 2014-15			
Expected Annual Measurable Outcomes:	Montessori Credentials: 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 th teacher already has it).	Actual Annual Measurable Outcomes:	Montessori Credentials: All teachers, who didn't already have their Montessori Secondary credentials, have started the Montessori Secondary training during Summer 2014. 100% of teachers (all 7 teachers, the 8 th teacher already has it).
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	
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).		\$64,000 (PCSGP) to cover cost of this summer training for 7 to 8 teachers.	Houston Montessori Center had their staff come to California during summer 2014 to deliver the Montessori Secondary I and II training to our teachers (returning and new hired teachers). Seven teachers started the training during summer 2014, as well as throughout the school year and will complete it during July 2015. The 8 th teacher already had this credential.
Scope of service:	All students	Scope of service:	All students
X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In 2013-2014, only one teacher out of six had the Montessori I and II credentials. This year, with the seven additional teachers enrolled in that Montessori credential program, the survey already demonstrated the benefit of this investment, as 81% thinks that the teachers are highly qualified to teach class in their subject area. This is an increase of 11% compared to last year. And 78% thinks SO has developed a Montessori curriculum exceeding A-G requirements (4% increase compared to last year). So this is definitively something to continue, as planned. Our Dean of Students/College Counselor will start the Montessori Administration training June 2015. As hiring for 2015-2016 year is being finalized, at least three new teachers will be enrolled in the Montessori Secondary credential program.		

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	<p>Montessori Credentials:</p> <ul style="list-style-type: none"> - 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). 	Actual Annual Measurable Outcomes:	<p>Montessori Credentials:</p> <ul style="list-style-type: none"> - All returning teachers have completed their Montessori Secondary training. 100% of teachers (all returning teachers who started the training in summer 2014). - New hired teachers, for 2015-2016, will start the Montessori Secondary training during Summer 2016 (not in Summer 2015). 100% of teachers (6 new teachers).
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Seven teachers will complete their Montessori Secondary I and II credentials during July 2015. Our Dean of Students/College Counselor will start the Montessori Administration training June 2015 to support the students as well. As hiring for 2015-2016 year is being finalized, at least three new teachers will be enrolled in the Montessori Secondary credential program.</p>	<p>\$40,000 (PCSGP) for training cost</p>	<p>During summer 2015, seven teachers were planned to complete their Montessori training. Two teachers left during the summer 2015, and a 3rd one in January 2016. So by end of 2015-2016, four remaining teachers have been fully trained. Six new teachers were hired beginning of 2015-2016, but too late to start training during July 2015. They were enrolled for summer 2016. In addition, three more recently hired teachers were also part of the summer 2016 training. Our College Counselor continues the Montessori Administration training.</p>	<p>\$49,200 (PCSGP) to cover cost of 2015-2016 training for 6 teachers. \$24,600 (LCFF) for 2015-2016 training for 3 teachers (part of 2016-2017 budget).</p>
<p>Scope of service:</p>	<p>All students</p>	<p>Scope of service:</p>	<p>All students</p>
<p>X__ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>		<p>X__ALL</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In 2013-2014, only one teacher out of six had the Montessori I and II credentials. In 2014-2015, 7 teachers (out of 8) started the training. The 8th teacher was already trained. But by July 2015, after 3 departures, we had only 4 teachers (out of the 7) who completed that training. And no new hired started in time to be part of the July 2015 training. However, for this year, during summer 2016, nine new teachers were enrolled in the training. That includes our Special Ed coordinator. One of the 4 trained teachers is now the Dean of Students. Our College Counselor continues the Montessori Administration training. The 2015-2016 survey has demonstrated the negative impact of having six not trained new teachers, with only 70% thinking that the teachers are highly qualified to teach class in their subject area. A decrease of 11% compared to last year. And only 65% agreed that Silver Oak provides individualized mastery learning. This is a decrease of 14% compared to last year. 82% of parents think SO has developed a Montessori curriculum exceeding A-G requirements (4% increase compared to last year). But only 74% when combined with student inputs. We have now hired all teachers to accommodate our growth in enrollment. Our entire staff is now comprised of 17 staff, with 15 trained or in training. The 2 others are our office manager and a part-time teacher. Enrolling each new teacher in the Montessori I and II training, is definitively something to continue, as originally planned.</p>
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Original GOAL from prior year LCAP:	1.2 California Credentialed Teachers: 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).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to: Schools: All Applicable Pupil Subgroups: All students			
LCAP Year: 2014-15			
Expected Annual Measurable Outcomes:	California Credentials: All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.	Actual Annual Measurable Outcomes:	California Credentials: Three teachers have registered to a California credentials program. One didn't register as this teacher will not be teaching next year.
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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 Credentials.	\$3,000 (LCFF) for CA credentials reimbursement	Three teachers have registered to a California credentials program. The budgeted amount was not used, as for those three teachers, their Montessori credentials were funded by the school. It was reserved to cover expenses for teachers with their Montessori credentials, but no California credentials. Seven teachers have their CA credentials or are in the process of obtaining it. The 8 th teacher didn't register, but will not be teaching in 2015-2016 or after.	\$0 (LCFF) for CA credentials reimbursement
Scope of service:	All students	Scope of service:	All students
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As the teachers complete their CA credential program, we hope to see more visible impact. In this year's survey, 81% thinks that the teachers are highly qualified to teach classes in their subject areas. This is an increase of 11% compared to last year. And 78% thinks that the school has developed a full curriculum based on Montessori philosophy and fully exceeding California A-G requirements. That's already an increase of 4% compared to last year. As hiring for 2015-2016 school year is being finalized, each new teacher will need to enroll in a California single subject credential program if he/she doesn't already have it.		

LCAP Year: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>California Credentials: All teachers, who don't yet hold their single subject credential, will be in the progress of acquiring it.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>California Credentials: Four teachers have registered to a California credentials program. One didn't register as this teacher will not be teaching next year.</p>		
<p align="center">Planned Actions/Services</p>		<p align="center">Actual Actions/Services</p>			
		<p align="center">Budgeted Expenditures</p>		<p align="center">Estimated Actual Annual Expenditures</p>	
<p>Each new hired teacher needs to enroll in a California single subject credential program if he/she doesn't already have it.</p>		<p>\$0 (LCFF) for CA credentials reimbursement</p>	<p>In 2016, four teachers have registered for the induction program to renew their credentials. The cost of \$7,000 was paid by the school. One teacher enrolled in a program for the classes needed. The six remaining teachers will register this year as an intern, through the Sonoma program. Going forward, each new hired teacher needs to enroll in a California single subject credential program if he/she doesn't already have it.</p>	<p>\$2,000 (LCFF) per teacher for CA credentials reimbursement</p>	
<p>Scope of service:</p>	<p>All students</p>		<p>Scope of service:</p>	<p>All students</p>	
<p>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>			<p>X_ALL 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>As the teachers complete their CA credential program, we hope to see more visible impact. As previously mentioned the survey indicates some decline in the responses regarding the teachers being highly qualified to teach classes in their subject areas. Each new teacher will need to enroll in a California single subject credential program if he/she doesn't already have it.</p>			

Original GOAL from prior year LCAP:	1.3 Safe facility: Be located in a safe facility.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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LCAP Year: 2014-15

Expected Annual Measurable Outcomes:	Safe facility: Move to a safe and secured facility. Secure a lease for a private facility to start on July 1 st 2014.	Actual Annual Measurable Outcomes:	Safe facility: Moved to a new facility by July 1 st 2014.
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Research all potential facilities, negotiate lease agreement. Schedule move to new facility with lease starting on July 1 st 2014.	\$69,000 (LCFF) for one year lease	Researched all potential facilities (including Prop 39 facilities thru the district). Negotiated lease agreement with YMCA and moved the school to this new facility end of June 2014, with a one year lease starting on July 1 st 2014.	\$69,000 (LCFF) for one year lease
Scope of service:	All students	Scope of service:	All students
X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This change has been really positive. In this year's survey, 70% indicated that the school provides a safe school facility (increase of 11% compared to last year). A new lease agreement, to stay at our current location, was approved for 2015-2016. Lease was negotiated for \$80,000 (compared to \$85,000 initially budgeted for 2015-2016).
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LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	Safe facility: Be able to stay in the same private facility and negotiate additional space to grow. Continue to look for alternate facility options. Will also continue to submit Prop 39 to get access to a	Actual Annual Measurable Outcomes:	Safe facility: Stay in the same facility, with one additional classroom.
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different property.			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staying at our current location for 2015-2016 (with one additional classroom), but need to continue to research opportunities for a bigger facility in Hayward (through private lease or Prop 39) for 2016-2017. Apply to Facility grants for 2015-2016.	\$69,000 (LCFF) for one year lease	Stayed at our current location for 2015-2016 (with one more classroom). Worked with our landlord to see if it is possible to add two portables (for 2016-2017) to have more space. But the permit is still not approved, so will continue with same space configuration for 2016-2017. Need to continue to research opportunities for a long-term facility in Hayward (through private lease or Prop 39). Facility grant approved starting in 2015-2016 for 3 years.	\$85,000 (LCFF)
Scope of service:	All students	Scope of service:	All students
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This change continues to be positive. In this year's survey, 73% indicated that the school provides a safe school facility (increase of 3% compared to last year). But we need more classrooms. For 2016-2017, we won't be able to get additional spaces as planned. The goal is to continue to negotiate a new lease agreement, for five years, if two portables can be added.		

Original GOAL from prior year LCAP:	1.4 Student self-construction and College career counseling/planning It is important to start focusing on College career counseling as soon as possible.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students	
LCAP Year: 2014-15			
Expected Annual Measurable Outcomes:	College Counselor: 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 Spanish English Learners and Latino students.	Actual Annual Measurable Outcomes:	College Counselor: Hours increased to full-time for 2014-2015 (only for a few months) to allow more self-construction classes and College career counseling. She is also Spanish bilingual to be able to work directly with English Learners and Latino students.
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
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.		\$56,000 (LCFF & LCFF Supp) for full-time College Counselor salary \$1,500 (LCFF & LCFF Supp) for College Counselor prof dev to attend conference in FL	Beginning of 2014-2015, increased hours to have a full-time College Counselor, but hours were reduced a few months later for counselor's personal reasons (salary was reduced accordingly from \$56k to \$42k). For Professional Development, counselor went to the American School Counselor Association (ASCA) conference in Florida, summer 2014 (with sessions on 'Help Impoverished Students Succeed', 'Develop Opportunities for Latino Parent Involvement in Urban Schools'). College Counselor started work on the Montessori Administration credential, in June 2015, to be able to better help the students.
Scope of service:	- All students but also focus on: - Low income, English Learners, African-American, Latino, Special Education		- All students but also focus on: - Low income, English Learners, African-American, Latino, Special Education
__ALL			__ALL
OR: X_Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: X_Low Income pupils X_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?	Having more hours was really beneficial to all students, but it could only be done for a few months, not the full year as planned. So we haven't had time to see any improvement. Being Spanish bilingual has been a great asset to all our Spanish families. The Montessori administrator's training will show benefits next school year. College Counselor is again full-time for 2015-2016, and will be taking on more responsibility as Dean of students (Salary for 2015-2016 budgeted as \$68,000).		

LCAP Year: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>College Counselor: Continue to hire a full-time College Counselor.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>College Counselor: Continue to hire a full-time College Counselor.</p>		
<p align="center">Planned Actions/Services</p>		<p align="center">Actual Actions/Services</p>			
		<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Actions/Services</p>	<p align="center">Estimated Actual Annual Expenditures</p>	
<p>Continue to hire a full-time Spanish speaking College counselor, who will assume the responsibility of Dean of students. Enrolled in the Montessori Administration credential program.</p>		<p>\$56,000 (LCFF & LCFF Supp) for full-time College Counselor salary \$1,500 (LCFF & LCFF Supp) for College Counselor prof dev to attend conference in FL</p>	<p>Continue to hire a full-time Spanish speaking College counselor. She is still completing the Montessori Administration credential program. She also assumed the position of Dean of students for 2015-2016. But it turned out that it is too much responsibility for one person. For 2016-2017, a new position for Dean of students is being created, that person is also Spanish speaking and already did the Montessori Secondary I and II training.</p>	<p>\$68,000 (LCFF & LCFF Supplemental) for full-time College Counselor salary</p>	
<p>Scope of service:</p>	<p>- All students but also focus on: - Low income, English Learners, African-American, Latino, Special Education</p>		<p>Scope of service:</p>	<p>- All students but also focus on: - Low income, English Learners, African-American, Latino, Special Education</p>	
<p><input type="checkbox"/> ALL OR: <input checked="" 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>			<p><input type="checkbox"/> ALL OR: <input checked="" 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>		
<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 position of College Counselor / Dean of Students has been splitted into two distinct positions for 2016-2017. Both staff are full-time, Montessori trained and Spanish bilingual, which is a great asset to all our Spanish families. As we are getting more seniors (from 14 to 35), the College Counselor needs to be focus only of this task (not added more responsibility). The survey concurs with this change: only 74% agreed that the school supports all students for career and college readiness guidance; this is a decrease of 8%. And 5% answered N/A.</p>			

Original GOAL from prior year LCAP:	1.5 Electives: Provide more electives choices.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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LCAP Year: 2014-15

Expected Annual Measurable Outcomes:	More staff has been hired and some budget allocated.	Actual Annual Measurable Outcomes:	Had eight teachers compared to six teachers last year. So we were able to offer more diverse kind of electives.
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Brainstorm with the staff the list of electives to offer. Buy materials and supplies needed.	\$4,000 (LCFF) for materials and supplies. About \$500 per elective	Different electives were offered, like English Language Development, Personal Finance, Entrepreneurialism, Literary Magazine, SAT Prep, Chinese Culture Studies, Theatre, Movie-making, Acting, Film Studies, Kickboxing & Advanced Kickboxing, Painting, Yearbook.	\$1,000 (LCFF) for materials and supplies.
Scope of service:	All students	Scope of service:	All students
X__ALL		X__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Lot of satisfaction, as the survey results increased 18%, from 68% to 86%. Will continue to provide more elective choices, as we will have more staff next year (10 teachers instead of 8). And for any elective with a focus on Common Core or Science, additional Common Core funding will be used.
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LCAP Year: 2015-16

Expected Annual Measurable	More staff has been hired and some budget allocated.	Actual Annual Measurable	We now have 12 teachers, so we are able to offer more electives. Brainstorm with the staff the list of electives to offer, to keep them attractive for the students.
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Outcomes:		Outcomes:	
		Buy materials and supplies needed.	
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Brainstorm with the staff the list of electives to offer, to keep them attractive for the students. Buy materials and supplies needed.		\$4,000 (LCFF) for materials and supplies. About \$500 per elective	\$4,000 (LCFF) for materials and supplies. About \$500 per elective
Scope of service:	All students		
X_ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
Scope of service:	All students	X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The survey results decreased 6%, from 86% to 80%. Will continue to provide more elective choices, but more specifically a better way to deliver this new curriculum, as all staff will be Montessori trained when starting 2016-2017.		

Original GOAL from prior year LCAP:	1.6 Physical Education and Sports Have a full developed athletic program.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students	
LCAP Year: 2014-15			
Expected Annual Measurable Outcomes:	Athletic Program: With the move to a private facility, the school will have access to a gym, small grass field for Physical Education. Looking into the possibility of leasing fields at East Bay Cal State.	Actual Annual Measurable Outcomes:	Athletic Program: The school has access to a small gym and small grass field. Was able to lease soccer fields for boys' games in the fall and gym for boys' basketball game. Applied to BACSAC for Spring season.
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
In addition to the athletic director, contract with 4 coaches to help with practice of the different sport teams (one boy and girl team per semester). Also find potential fields to lease, mostly for Baseball.		\$17,680 (LCFF) for part-time athletic director salary. \$6,000 (LCFF) for 4 coaches stipends of \$1,500 each. \$3,000 (LCFF) for cost of leasing a field.	Our athletic director, coached boys soccer team (in fall). Also contracted with a coach for boys' basketball team during winter. Registered to BACSAC (Bay Area Charter Schools Athletic Conference) in January to be able to schedule games and have easier access to fields. The girls' soccer team, coached by our athletic director, was able to enjoy the full membership and had eight games. \$4,500 (LCFF) for part-time athletic director salary. \$600 (LCFF) for 1 coach stipend. \$975 for referee fees. \$1,000 for leasing soccer fields and gym. \$3,500 for BACSAC membership.
Scope of service:	All students	Scope of service:	All students
<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?	Satisfaction increase of 8% from 60% to 68% compared to last year. We are going to continue be part of BACSAC to enjoy other sports as well. Still talking to Hayward Unified School District (HUSD) and Hayward Recreation and Park District (HARD) to lease a Baseball field.		

LCAP Year: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Athletic Program: Full and competitive Sport program.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Athletic Program: The school participated in five sports thru BACSAC (soccer boys/girls, basketball boys, volleyball girls, baseball).</p>
<p align="center">Planned Actions/Services</p>		<p align="center">Actual Actions/Services</p>	
		<p align="center">Budgeted Expenditures</p>	
<p>We are going to continue to be a member of BACSAC (Bay Area Charter Schools Athletic Conference). And will continue to investigate ways to lease a Baseball field by talking to Hayward Unified School District (HUSD) and Hayward Recreation and Park District (HARD), even though none seems available. Hire four coaches to help with practice of the different sport teams.</p>		<p>\$17,680 (LCFF) for part-time athletic director salary. \$6,000 (LCFF) for 4 coaches stipends of \$1,500 each. \$3,000 (LCFF) for cost of leasing a field.</p>	<p>We have renewed our membership for BACSAC (Bay Area Charter Schools Athletic Conference). Hired five coaches to help with practice of the different sport teams (soccer boys/girls, basketball boys, volleyball girls, baseball). Also had Yoga after school for the students not in Sports teams, and an elective during the school day.</p>
<p>Scope of service:</p>	<p>All students</p>	<p>Scope of service:</p>	<p>All students</p>
<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p><u>X</u> ALL 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>Satisfaction of 62%, small decrease compared to last year. We are going to continue be part of BACSAC to enjoy other sports as well. Still talking to Hayward Unified School District (HUSD) and Hayward Recreation and Park District (HARD) to have access to sport fields for practices.</p>		

Goal 2: Goals to improve Pupil Outcomes

Original GOAL from prior year LCAP:	2.1 Student Proficiency: Proficiency in English, Maths and Science. Increase the percentage of students proficient by 5% each year.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students		
LCAP Year: 2014-15				
Expected Annual Measurable Outcomes:	Proficiency: 65% of students proficient in English, Maths and Science.		Actual Annual Measurable Outcomes:	Proficiency: Science: 62% (Freshmen 70%, Sophomores 58%, Juniors 53%), Math: 56% (Freshmen 68%, Sophomores 50%, Juniors 40%) English 48% (Freshmen 60%, Sophomore 40%, Juniors 40%)
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
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.		See funding for Goal 1.1.	Juniors took the Smart Balanced test in Math and English, but the results are not yet available. The Sophomores took CST in Science, results also pending. Proficiency is above target for Freshmen in Science (70%) and Math (68%), but a bit below in English with 60%. Sophomores and Juniors rates are low. Those students came to our school with some lack of knowledge in many areas. To help them, a credit recovery program has been implemented for June and after school during 2015-2016.	
Scope of service:	All students		Scope of service:	All students
X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Students need additional help to be proficient, especially the Sophomores and Juniors. So a credit recovery program was implemented during the summer (June 2015), equivalence of 2 semesters, where they studied Math and English. \$8,000 was allocated for the two teachers teaching this program. Next year, the credit recovery program will continue after school, and \$16,000 have been budgeted for teacher salaries.		

LCAP Year: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Proficiency: 70% of students proficient in English, Maths and Science.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Proficiency: Science: 92% (Fresh 95%, Soph 98%, Juniors 82%, Seniors 93%), Math: 83% (Fresh 90%, Soph 89%, Juniors 66%, seniors 89%) English 91% (Fresh 84%, Soph 88%, Juniors 96%, Seniors 100%)</p>		
<p align="center">Planned Actions/Services</p>		<p align="center">Actual Actions/Services</p>			
		<p align="center">Budgeted Expenditures</p>			<p align="center">Estimated Actual Annual Expenditures</p>
<p>Continue to enroll new hired teachers in Montessori Secondary I and II credential, to train them in providing students individualized learning. Also implement credit recovery program as needed, through out the school year (after school) and during the summer (starting in June).</p>		<p>See funding for Goal 1.1. \$16,000 (LCFF) for credit recovery salaries</p>	<p>Juniors took the Smarter Balanced test in Math and English. In Math, only 4% met/exceed standard, and for ELA 36% met/exceed standard. The Sophomores took CST in Science, 39% are advanced/proficient and 34% basic. Proficiency has been greatly improved; it seems the credit recovery program is beneficial. All percentages are above the expected goal, except for Juniors in Math.</p>		<p>See funding for Goal 1.1. \$25,255 (LCFF) for credit recovery salaries</p>
<p>Scope of service:</p>	<p>All students</p>	<p>Scope of service:</p>		<p>All students</p>	
<p>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>X_ALL 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 proficiency rate has increased tremendously. So the credit recovery program continues for both June 2016 and after school during 2016-2017. June 2016, the students studied Science, Math and English. Tutoring will also be available for 4Pm to 4:30pm. The students will also take more tests on the computers to practice their skills and improve their Smarter Balanced test scores.</p>			

Original GOAL from prior year LCAP:	2.2 ELL students Proficiency: Proficiency in English. Each student will demonstrate progress each year. After 2 years at the school, anticipate reclassification of 2 students annually.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Language Learners
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LCAP Year: 2014-15

Expected Annual Measurable Outcomes:	Reclassification rate: 0 students reclassified.	Actual Annual Measurable Outcomes:	Reclassification rate: 0 students reclassified.
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Montessori helps ELL students master the acquisition of English.	See funding for Goal 1.1.	24% of the students are ELL students (27 students out of 112).	See funding for Goal 1.1.
Scope of service: English Language Learners ___ALL OR: ___Low Income pupils <input checked="" type="checkbox"/> English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		Scope of service: English Language Learners ___ALL 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 survey reports that 64% agrees that the school is providing additional individualized support to ELL students (increase of 17% compared to last year survey, 31% answered N/A). And 51% indicated that ELL services were effective and increase proficiency (7% increased based on last year, 39% answered N/A). Teachers will keep working with the ELL students. In addition, the school is trying to hire a teacher with specific ELL credentials to help better those students, administer the CELT testing and follow up on ELL students' progress.
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LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	Reclassification rate: 0 students reclassified.	Actual Annual Measurable Outcomes:	Reclassification rate: 15 students reclassified.
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Planned Actions/Services	Actual Actions/Services
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		Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to enroll new hired teachers in Montessori Secondary I and II credential program, to train them in using non-language-based methodologies (such as hands-on materials and collaborative work with peers). Also trying to hire a 2 nd Spanish teacher with specific ELL credentials to help better those students, administer the CELT testing and follow up on ELL students' progress.		See funding for Goal 1.1.	14% of the students are ELL students (23 students out of 161).	See funding for Goal 1.1. \$60,000 (LCFF) for ELL credential teacher salary
Scope of service:	English Language Learners		Scope of service:	English Language Learners
<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)_____			<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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Having 15 students reclassified is a great achievement! The survey reports that 41% agrees that the school is providing additional individualized support to ELL students (decrease of 23% compared to last year survey, but 50% answered N/A, compared to 31% last year). And 21% indicated that ELL services were effective and increase proficiency (30% decreased based on last year, but with an increase of 32% answering N/A, so 71% answered N/A). Teachers will keep working with the current and new ELL students.		

Original GOAL from prior year LCAP:	2.3 Graduation rate: The goal is to promote academic excellence and reach 100% graduation rate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students		
LCAP Year: 2014-15				
Expected Annual Measurable Outcomes:	Graduation rate: 0% (9 th to 11 th grades)		Actual Annual Measurable Outcomes:	Graduation rate: 0% (9 th to 11 th grades)
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Teachers will reinforce mastery concept to help students have a better understanding and increase the graduation rate.		See funding for Goal 1.1.	No student graduated this year, as the highest grade is 11 th grade.	
Scope of service:	All students		Scope of service:	All students
X_ALL			X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Keep working on student proficiency and individualized work. This will ensure that students graduate next year and go to college.			

LCAP Year: 2015-16				
Expected Annual Measurable	Graduation rate: 90% With 100% placement in college or career path training program		Actual Annual Measurable	Graduation rate: 13 seniors graduated (out of 14) and were all accepted to College. 93% graduation rate, with 100% placement in college.

Outcomes:		Outcomes:		
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Montessori teachers will reinforce mastery concept and individualized learning to help students have a better understanding, as well as increasing student proficiency and graduation rate. College Counselor will guide students toward adequate and best suited placement in college or career path.		See funding for Goal 1.1.	First graduating cohort in June 2016, with 13 seniors (out of 14). One senior will complete the credits needed to graduate next year in 2016-2017.	See funding for Goal 1.1.
Scope of service:	All students	Scope of service:	All students	
<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?		For 2016-2017, we will have around 35 seniors. Keep working on student proficiency and individualized work. This will ensure that student's graduation rate will continue to show success.		

Original GOAL from prior year LCAP:	2.4 School wide learner outcomes: Students to master 21 st century skills.	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: All	Applicable Pupil Subgroups: All students	
LCAP Year: 2014-15			
Expected Annual Measurable Outcomes:	Outcomes: 80% of students developed those outcomes.	Actual Annual Measurable Outcomes:	Outcomes: 75% of students developed those outcomes based on teachers' assessments. 77% of students developed those outcomes based on survey.
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Teachers will assess the students for all skills part of the School wide learner outcomes list.		No cost associated.	Teachers, for their own subject, have defined a list of desired goals for the defined outcomes list, as well as teaching methods and assessments to evaluate the students in their progression towards the School wide Learner Outcomes. This is their first time performing this assessment. We also asked parents and students to estimate how much the students had developed those outcomes this past year.
Scope of service:	All students	Scope of service:	All students
X_ALL		X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		More details based on the results of the survey: 75% for Technology, Information and Communication Literacy (-9%), 82% for Critical Thinking and Problem Solving (+7%), 75% for Effective Oral and Written Communication (-5%), 79% for Curiosity and Imagination (+4%), 73% for Collaboration Across Networks and Global awareness (-3%), 81% for Initiative and Entrepreneurialism (+4%), 76% for Mastery, Agility and Adaptability (+3%). The teachers will continue to emphasize the development of those very important skills.	

LCAP Year: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Outcomes: 80% of students developed those outcomes.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Outcomes: 80% of students developed those outcomes based on teachers' assessments. 74% of students developed those outcomes based on survey.</p>
<p align="center">Planned Actions/Services</p>		<p align="center">Actual Actions/Services</p>	
		<p align="center">Budgeted Expenditures</p>	
<p>Teachers will continue to assess and evaluate the students in their progression towards the School wide Learner Outcomes.</p>		<p>No cost associated.</p>	<p>Teachers, for their own subject, continue to define a list of desired goals for the defined outcomes list, as well as teaching methods and assessments to evaluate the students in their progression towards the School wide Learner Outcomes. We also asked parents and students to estimate how much the students had developed those outcomes this past year.</p>
<p>Scope of service:</p>	<p>All students</p>	<p>Scope of service:</p>	<p>All students</p>
<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>			<p><u>X</u> ALL 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>More details based on the results of the survey: 73% for Technology, Information and Communication Literacy (-2%), 72% for Critical Thinking and Problem Solving (+10%), 80% for Effective Oral and Written Communication (+5%), 77% for Curiosity and Imagination (-2%), 68% for Collaboration Across Networks and Global awareness (-5%), 72% for Initiative and Entrepreneurialism (-9%), 73% for Mastery, Agility and Adaptability (-3%). The teachers will continue to emphasize the development of those very important skills.</p>	

Goal 3: Goals to improve Engagement

Original GOAL from prior year LCAP:	3.1 Consistent Attendance: Improve the attendance of all students, but especially the students absent 20 days or more.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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LCAP Year: 2014-15

Expected Annual Measurable Outcomes:	Attendance: 95% annual. 10% of all students have been absent 20 days or more this year.	Actual Annual Measurable Outcomes:	Attendance: 94.32% annual (104.61). 12% of all students have been absent 20 days or more this year.
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	No cost associated.	Advisory teachers and College Counselor emphasize the importance of attending school every day and be on time. The head of school also made an announcement at Community meeting, and an email was sent to all the families.	No cost associated.
Scope of service:	All students	Scope of service:	All students
X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A new question was added to the survey about the importance of daily attendance and 87% replied they understood the importance. Noticed some improvement in daily attendance: 93.50% annual last year (93.95% at P2), compared to 94.32% annual (94.71% at P2) this year. The school will keep working on improving this percentage. Last year, 17% (11) students had been absent 20 days or more (337 days (45%) out of 737 days of absences for all students). This year, 12% (13) students had been absent 20 days + (431 days (38%) out of 1,135 days of absences for all students). If we do not count one student who was hospitalized and missed 87 days, we will have 11% (12) students who have been absent 20 days + (344 days (30%) out of 1,135 days of absences for all students). We are getting close to our 10% goal.
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LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	Attendance: 95.50% annual. 10% of all students have been absent 20 days or more this year.	Actual Annual Measurable Outcomes:	Attendance: 95.01% annual (151.03). 11% (18 students) of all students have been absent 20 days or more this year.
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Advisory teachers, head of school and College Counselor will continue to emphasize the importance of attending school every day and be on time. It will be communicated to families at quarterly parents/teachers conferences for students absent too often.	No cost associated.	Advisory teachers, head of school, and College Counselor continue to emphasize the importance of attending school every day and be on time.	No cost associated.
Scope of service:	All students	Scope of service:	All students
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		100% replied they understood the importance of daily attendance (increase of 13%). We are continuing to notice some improvement in daily attendance: 93.50% annual in 2013-2014, compared to 94.32% annual in 2014-2015 and 95.01% annual in 2015-2016. The school will keep working on improving this percentage. For 2016-2017, one teacher (instead of the office manager) will have the responsibility of being the Attendance coordinator, calling families each morning and be on top of each absence, so this should show some improvement. We also have one additional staff member, who will be our Dean of Students, working directly with the students. This year, 11% (18) students had been absent 20 days + (505 days (35%) out of 1,427 days of absences for all students). That includes 66 absences (4.6%) due to suspensions. Getting even closer to our 10% goal.	

Original GOAL from prior year LCAP:	3.2 Safe Climate: Emphasize student community building, anti-bullying and cyber-bullying.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:				
	Applicable Pupil Subgroups:				
LCAP Year: 2014-15					
Expected Annual Measurable Outcomes:	Safe Climate: - Ropes Course event during the first week of school. - Montessori 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.		Actual Annual Measurable Outcomes:	Safe Climate: - Ropes Course event organized during the first week of school. - Teachers, with their Montessori training, can better guide the students through conflict resolution and develop a safer climate. - Talked to students about cyber-bullying.	
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Schedule Ropes Course field trip for the first week of school. Montessori training will provide teachers with tools in conflict resolution. Contact the Police Department to organize a presentation to the students and families about cyber-bullying.		\$8,000 (LCFF)	- Team building: Ropes Course event done first week of school. - Conflict resolution: emphasized by trained Montessori teachers. - Cyber-bullying: Police Department was contacted many times to do a presentation to the students/families, but it was not possible. However, two students did a presentation to all students. With changes to the Police Education programs being implemented as of July 1 st 2015; the cyber-bullying presentation may finally happen. Worked with police on lockdown drill.		\$8,000 (LCFF)
Scope of service:	All students		Scope of service:	All students	
<u>X</u> ALL		<u>X</u> ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		In the survey, 74% mentions SO provides a safe school climate (+7% compared to last year), 82% feels accepted and supported, 80% feels respected (no discrimination), 82% agrees that staff guides students in becoming respectful community members (social inclusion) (+13% compared to last year). Only 64% of the students think rude language & bullying are not tolerated. To improve on this last item, planning to work on Grace and Courtesy, anti-bullying prevention, and reaching out to a teacher when needed (as only 70% feel comfortable contacting an adult in case of conflict).			

LCAP Year: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Safe Climate:</p> <ul style="list-style-type: none"> - Ropes Course event during the first week of school. - Trained Montessori teachers will guide students. - Partner with the Police Department to come talk to students and families about cyber-bullying. 	<p>Actual Annual Measurable Outcomes:</p>	<p>Safe Climate:</p> <ul style="list-style-type: none"> - Ropes Course event organized during the first week of school. - Teachers, with their Montessori training, can better guide the students through conflict resolution and develop a safer climate. - Talked to students about cyber-bullying.
Planned Actions/Services		Actual Actions/Services	
	<p align="center">Budgeted Expenditures</p>		<p align="center">Estimated Actual Annual Expenditures</p>
<ul style="list-style-type: none"> - Team building: Ropes Course event done first week of school. - Conflict resolution: emphasized by trained Montessori teachers. - Cyber-bullying: Police Department to do a presentation to the students/families. - Grace and Courtesy: emphasized by trained Montessori teachers. 	<p align="center">\$8,000 (LCFF)</p>	<ul style="list-style-type: none"> - Team building: Ropes Course event done first week of school. - Conflict resolution: emphasized by trained Montessori teachers. - Added a class about social inclusion. - Formed a comprehensive safety team to set goals and write / update annually the comprehensive safety plan. Students are involved. 	<p align="center">No cost.</p>
<p>Scope of service:</p>	<p align="center">All students</p>	<p>Scope of service:</p>	<p align="center">All students</p>
<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>In the survey, 80% mentions SO provides a safe school climate (+6% compared to last year), 85% feels accepted and supported, 92% feels respected (no discrimination), 81% agrees that staff guides students in becoming respectful community members (social inclusion) (+13% compared to last year). Only 60% of the students think rude language & bullying are not tolerated. To improve on this last item, now that all teachers are Montessori trained, Grace and Courtesy will be more emphasized, and reaching out to a teacher when needed (as only 60% feel comfortable contacting an adult in case of conflict).</p>	

Original GOAL from prior year LCAP:	3.3 Parent Involvement: Parents to understand that they are an important partner in their student's education.		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students			
LCAP Year: 2014-15					
Expected Annual Measurable Outcomes:	Parent Involvement: - Quarterly family's conferences. - Monthly parent educational meetings. - Regular emails/letters in English/Spanish. - Conduct training to access and use Power School.		Actual Annual Measurable Outcomes:	Parent Involvement: - Quarterly family's conferences. - Journey of Discovery to educate parent about Montessori. - Regular emails/letters in English/Spanish. - Parents continue to use PowerSchool.	
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Schedule quarterly conferences with each family. Research topics for the Monthly parent educational meetings. Draft regular communication emails/letters. Translate them in Spanish.		No cost associated.	- Scheduled quarterly conferences with each family, with the first one occurring during the first week of school. - Teachers organized a Journey of Discovery for parents (one on Saturday, the other during a week night) to educate them about Montessori and how their student learn. - Drafted regular communication emails/letters and translated them into Spanish. - Parents and students continue to use PowerSchool.		No cost associated.
Scope of service:	All students		Scope of service:	All students	
X_ALL		X_ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Parents indicated that they benefited from the Journey of Discovery. This is definitively a good educational tool. 95% of parents received regular information (+20% compared to last year). 90% indicated having access to PowerSchool (+9% increase), but only 30% using it often/regularly (-17% decrease). We will look into conducting training on how to use Power School efficiently (suggested by 67% of parents). 91% notices that the school sees parents as important partners in their student's education (+6%).			

LCAP Year: 2015-16

Expected Annual Measurable Outcomes:	Parent Involvement: - Quarterly family's conferences. - Monthly parent educational meetings. - Regular emails/letters in English/Spanish. - Conduct training to access and use Power School.	Actual Annual Measurable Outcomes:	Parent Involvement: - Quarterly family's conferences. - Journey of Discovery to educate parent about Montessori. - Regular emails/letters in English/Spanish. - Parents continue to use PowerSchool.
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Planned Actions/Services		Actual Actions/Services	
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	Budgeted Expenditures		Estimated Actual Annual Expenditures
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Schedule quarterly conferences with each family. Research topics for parent education (meetings, Journey of Discovery, LCAP). Draft regular communication emails/letters. Translate them in Spanish. Train parents in using PowerSchool.	No cost associated.	- Scheduled quarterly conferences with each family, with the first one occurring during the first week of school. - Teachers organized again a Journey of Discovery for parents to educate them about Montessori and how their students learn. - Drafted regular communication emails/letters and translated them into Spanish. - Parents and students continue to use PowerSchool.	No cost associated.
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Scope of service:	All students	Scope of service:	All students
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X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The last family conference of the year, for Juniors, was conducted by the College Counselor, to start preparing for their Senior year and application to college. Parents indicated that they benefited from the Journey of Discovery. This year, more students said that their parents benefited from coming (44%, increase of 11%). But attendance stayed low. For 2016-2017, this event will be called Back to School, which is something that parents are more familiar with. 63% of parents received regular information (-32% compared to last year). Many parents, especially Latinos, don't use emails, so we are starting to also send mass text messages. 100% indicated having access to PowerSchool (+10% increase), 83% using it (+11%), with 45% using it often/regularly (+15%). 83% notices that the school sees parents as important partners in their student's education (-8%).
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Original GOAL from prior year LCAP:	3.4 Parent Volunteerism: Parents encourage volunteering their time and skills.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All Students			
LCAP Year: 2014-15					
Expected Annual Measurable Outcomes:	Parent volunteerism: - 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 activities and outreach. Be a mentor to a new enrolled family.		Actual Annual Measurable Outcomes:	Parent volunteerism: - Work days to move the school to a new facility and contribute to clean the classrooms and school grounds. - Help teachers driving and chaperoning field trips. - Be part of Committees to help organize school events, fundraising activities, as well as Safety Comprehensive team.	
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
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.		No cost associated.	- Scheduled work days during the summer to clean the classrooms and grounds. Parents/students also volunteered on a monthly basis to take care of the grass field, outdoors, garden. - Parents chaperoned on field trips. Formed Auction Committee and organized our first auction dinner. Parents also helped students with our first Spring Fiesta.		No cost associated.
Scope of service:	All students		Scope of service:	All students	
X_ALL			X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Will continue to involve parents and encourage them to volunteer trough out the year.				

LCAP Year: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Parent volunteerism:</p> <ul style="list-style-type: none"> - 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 activities and outreach. Be a mentor to a new enrolled family. 	<p>Actual Annual Measurable Outcomes:</p>	<p>Parent volunteerism:</p> <ul style="list-style-type: none"> - Work days to clean the classrooms and school grounds. - Help teachers driving for sport games. - Be part of Committees to help organize school events, fundraising activities, as well as Safety Comprehensive team. 		
<p align="center">Planned Actions/Services</p>		<p align="center">Actual Actions/Services</p>			
		<p align="center">Budgeted Expenditures</p>		<p align="center">Estimated Actual Annual Expenditures</p>	
<p>Schedule work days as needed during the year and summer to clean the school. Parents to chaperone on field trips. Form Committees to help with school events and fundraising.</p>		<p>No cost associated.</p>	<ul style="list-style-type: none"> - Scheduled work days during the summer to clean the classrooms and grounds. Parents/students also volunteered on a monthly basis to take care of the grass field, and garden. - Formed Auction Committee and organized our annual auction dinner. Parents also helped students with our Posada celebration and Spring Fiesta. 	<p>No cost associated.</p>	
<p>Scope of service:</p>	<p>All students</p>		<p>Scope of service:</p>	<p>All students</p>	
<p>X_ALL</p>			<p>X_ALL</p>		
<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>88% of parents felt welcome when at school (decrease of 12%). This is part of our strategic plan to educate and involve more all the parents and encourage them to volunteer trough out the year.</p>				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>103,549</u>
<p>In 2013-2014, the numbers were based on 20 Free and Reduced Lunch students and 6 English Learner students, which represented an unduplicated count of 20 students. We used the same number for 2014-2015 when we wrote the LCAP last year, as it was hard to estimate how this number would change after our move to a new facility and our enrollment growth. But for 2014-2015, we identified 69 unduplicated students (62% of all students, with 42% FRL and 24% ELL). And with the latest LCFF calculator (released in May 2015), which provides a better funding rate, instead of receiving \$12,452 in LCFF Supplemental funding in 2014-2015 as budgeted, we received \$45,206. This total funding was assigned to cover a subset of the expenses for goal 1.4, toward Professional Development and College Counselor's salary. With that increase, the funding covered the totality of Professional Development and College Counselor's salary.</p> <p>For 2015-2016, our enrollment increased from about 110 to 160, the number of unduplicated students increased as well, from 69 to 94, which means \$103,549 in supplemental funding. It was used to continue to pay for our Spanish bilingual full-time College Counselor, who took on more responsibility as Dean of students. Her Salary for 2015-2016 was \$68,000. She provides self-construction classes, who are also very important to FRL students, and guide them to go to college.</p> <p>We also hired a second Spanish teacher to help better the ELL students and overview the CELT testing, with a salary of \$59,000.</p> <p>For 2016-2017, our enrollment will be around 195 students, with an estimate of the number of unduplicated students of 100. Meaning \$106,469 of funding.</p>	

- 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.

8.02	%
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5.62% in 2014-2015, then 8.02% in 2015-2016, and 6.43% in 2016-2017

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).