

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Maria Montessori Charter Academy	Brent Boothby, Executive Director	brent@mmcharter.org , 916.630.1510x203

2018-21 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Our Program

Maria Montessori Charter Academy (“MMCA”) is a tuition-free, non-profit Kindergarten – 8th grade public elementary school emphasizing the Montessori philosophy within the accountability and framework of the CA state standards.

The school was founded in 2000 by a group of parents who wanted to have Montessori education available for all children, not just those who could afford a private school. With our program, we combine what we believe are the best aspects of the Montessori philosophy with traditional “public school” materials.

Our school emphasizes all of the traditional standards-based subjects – reading, spelling, language, math, etc., while also emphasizing a broader curriculum, including geography, botany, zoology, art, practical life, etc. In addition, we use standard-based report cards to give parents a more accurate reflection of their child’s comparative knowledge base.

To meet our students’ needs, we put nearly all of our resources into our classrooms. Some of the more unique features of our school include:

- Two CA credentialed teachers (with Montessori training) per classroom
- We have multi-aged classrooms with student to teacher ratios of 17:1 or less

- Interactive, manipulative-based hands on learning environment
- Lessons are given in small, ability-based groups
- Individualized learning plans are developed for every student, backed by continuous assessment of student performance

Our Philosophy

Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. While there are many interpretations as to what exactly a “Montessori education” is, the relatively universal goals of a Montessori education would be to:

Stimulate the child’s innate love of learning

Provide a nurturing, cooperative learning environment

Incorporate all the senses in the learning experience

Consider the whole child

Encourage respect for self, others, the environment, and all life

Our Mission Statement

The mission of MMCA is to provide a Montessori-based educational environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This is achieved through a heavy commitment from parents, teachers, community groups, the legislature and, most importantly, the individual child, and is grounded in a philosophy of trust in individuals to seek their own highest levels.

The attributes we strive to develop within our students include:

Academic Excellence

Artistic Expression

Moral Character

Practical Accomplishments

Conflict Resolution Skills

Compassion and Service to Others

Visionary Leadership

Exceptional Courtesy and Manners

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The purpose of our LCAP is to clearly demonstrate we are meeting the 8 state priorities. Our LCAP goals will always focus on 1) improving student performance, 2) providing a safe and inviting school climate and 3) enhancing the student experience.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based on all of the state LCFF evaluation rubrics, our school is performing very well. The state "grades" each of the LCFF rubrics on this color scale:



Specifically, within the state California School Accountability and Dashboard Reports, all of our measured metrics were in the "Blue" or "Green" categories.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

None of our school’s performance indicators were graded in the “Red” or “Orange” categories. From our prior LCAP, the incorporation of more technology into our program, specifically the integration of more student laptops to increase our student : computer ratio, was the only component of our prior year LCAP that we did not fully meet, and we intend to fulfill that goal as soon as possible. Continuing to meet the (8) state priorities while annually 1) improving student performance, 2) providing a safe and inviting school climate and 3) enhancing the student experience will likewise continue to be our LCAP’s focus.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We do not have any student group or student sub-group that was two or more performance levels below the “all student” performance level.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

For our low-income, English as a second language, and foster youth students, our strategies are reflected both within our LCAP goals and the “Federal Addendum Goal” that our school LCAP is required to have based on our school’s Title I status. We will continue to dedicate an RSP-credentialed Intervention Teacher to provide assessment, services and support for all of EL-designated students. We will likewise provided targeted pull out instruction for all of our low income and foster youth students that are performing below grade level in any reading, writing or mathematic content areas.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 2,892,973

DESCRIPTION

AMOUNT

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 66,357 *Note: This amount is from the CDE-provided LCFF Calculator that specifies we are supposed to expend 3.18% of our budget to fulfill LCAP goals

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

We are not including any of our 1) general education teacher and benefit costs within our LCAP expenditures (\$1.5m), 2) classified support costs within our LCAP (\$500k), operational facility costs (debt service and utilities - \$300k). Our LCAP expenditures do reflect some of our costs related to intervention for our 'at risk' student populations, some instructional and programmatic material costs, some special education related costs as reflected in the "Federal Addendum Goal" and some costs related to campus maintenance and safety.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 2,154,369

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

The Percentage of students who demonstrate grade-level proficiency in ELA will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: Goals 1,2,4,7,8

Annual Measureable Outcomes

Expected

The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase by 2%.

Actual

As measured by CAASPP, student performance in ELA increased by more than 2% over the prior year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Improve access to digital curriculum that is common core aligned by improving the student computer : student ratio from 6:1 to 2:1 by Lease purchase additional laptops and put our pre-assigned student image on them

Actual
Actions/Services

This was not completed last year. We are lease-purchasing (80) Dell Laptops this year plus network charging carts for approximately \$40k

Budgeted
Expenditures

N/A (didn't happen)

Estimated Actual
Expenditures

\$1200 (purchased 4 different Dell laptops last year trying to find the optimal unit for our student image)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew annual site license for learning.com to improve student computer fluency in anticipation of the evolving S.B.A.C. assessments	<ul style="list-style-type: none">Learning.com was renewed	<ul style="list-style-type: none">\$3000	<ul style="list-style-type: none">\$3000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew annual license for scootpad.com to improve student ELA & MATH performance within a computerized setting.	<ul style="list-style-type: none">Scootpad.com was renewed	\$4500	\$4500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the implementation of the Step Up to Writing Program across all grade levels	<ul style="list-style-type: none">Step Up to Writing's implementation continued	\$0 (P.D. and program cost purchases occurred in prior years of LCAP)	\$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Acquire site licenses and workbooks for Wordly Wise to improve lower elementary student vocabulary.	<ul style="list-style-type: none">Wordly Wise was purchased & renewed for our 2nd-3rd grade classrooms	\$1000	\$1000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a full time credentialed Intervention Teacher for ELA & MATH support to provide targeted support services for all academically at-risk students	<ul style="list-style-type: none"> Intervention Teacher continued on staff. 	\$60,000	\$60,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Besides the laptops, we implemented all of our planned actions within the LCAP Plan for this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We met the goal. There was a direct link for students who used learning.com and scootpad.com, the more they used the programs, the higher their scores versus peers who used them less. Step Up to Writing has clearly improved our school's overall writing 4th-8th grade, and somewhat improved it K-3rd Grade. Wordly Wise has shown to be a good supplement for our middle-elementary aged students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only real differences were related to program cost changes and the non-purchase of the laptops during the LCAP year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Not applicable, as this goal reflects the last year of the prior 3 year LCAP.

Goal 2

The Percentage of students who demonstrate grade-level proficiency in MATH will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: Goals 1,2,4,7,8

Annual Measureable Outcomes

Expected

Actual

The percentage of students who demonstrate grade-level proficiency in MATH will increase by 2%.

As measured by CAASPP, student performance in MATH increased by more than 2% over the prior year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Improve access to digital curriculum that is common core aligned by improving the student computer : student ratio from 6:1 to 2:1 by Lease purchase additional laptops and put our pre-assigned student image on them

This was not completed last year. We are lease-purchasing (80) Dell Laptops this year plus network charging carts for approximately \$40k

N/A (didn't happen)

\$1200 (purchased 4 different Dell laptops last year trying to find the optimal unit for our student image)

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Renew annual site license for MathScore.com to improve student math fluency.

- MathScore.com was renewed

- \$2800

- \$2800

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew annual license for scootpad.com to improve student ELA & MATH performance within a computerized setting.	<ul style="list-style-type: none"> Scootpad.com was renewed 	\$4500	\$4500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve Math reasoning and persuasion skills as required with Common Core math by implementing the math-related strategies of the Step Up to writing program. Particular focus towards appropriate techniques for “Math performance task” problems as designed for SBAC	<ul style="list-style-type: none"> Step Up to Writing’s implementation for math analysis continued 	\$0 (P.D. and program cost purchases occurred in prior years of LCAP)	\$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve math comprehension and mastery by adding the common core aligned version of the Singapore math program to our school’s math curriculum.	<ul style="list-style-type: none"> Singapore is in use as an auxillary curriculum to the Montessori materials within our K-3 classrooms, a ‘co-curriculum’ within our 4-5th grade classrooms, and is the ‘primary’ curriculum for our 6th-8th grade classrooms. 	\$7000	\$7000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a full time credentialed Intervention Teacher for ELA & MATH support to provide targeted support services for all academically at-risk students	<ul style="list-style-type: none"> Intervention Teacher continued on staff. 	\$60,000	\$60,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Besides the laptops, we implemented all of our planned actions within the LCAP Plan for this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We met the goal. There was a direct link for students who used MathScore.com and scootpad.com, the more they used the programs, the higher their scores versus peers who used them less. Step Up to Writing has clearly improved our school's overall writing 4th-8th grade, and somewhat improved it K-3rd Grade, including with math, as demonstrated by improved student performance on CAASSP Performance tasks. Students placed in intervention performed better than when they were not receiving intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only real differences were related to program cost changes and the non-purchase of the laptops during the LCAP year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Not applicable, as this goal reflects the last year of the prior 3 year LCAP.

Goal 3

MMCA will provide its students with a clean, healthy, physically and emotionally safe learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: Goals 3,5,6

Annual Measureable Outcomes

Expected

Actual

School attendance rates and student participation rates in enrichment activities will increase. Student participation in enrichment activities will increase by 10% over prior year.

Student attendance rates did not increase over prior year. Student participation in enrichment activities did increase by 10% over prior year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

M.M.C.A. will continue implementation of the Safe and Caring Schools program as a whole-school character education and school-based behavioral expectations program.

- Safe & Caring Schools was utilized both on a 'whole school basis' via assemblies and lunch/recess behavioral expectations, as well as within each of our individual classrooms.

\$500

\$500

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>M.M.C.A. will continue and expand upon enrichment activities that promote increasing the self esteem and health of its students. This will include increasing its partnerships with its parents and outside school communities to provide additional opportunities for students within these areas. Expanding these after school extra - curricular opportunities will hopefully promote increased attendance and student achievement amongst "at risk" student populations.</p> <p>Yr 3: M.M.C.A. will increase the number of student enrichment activities, examples of which include thematic student clubs, academic competition groups, academic electives, performing arts opportunities and athletic opportunities by 10% over the prior year.</p>	<ul style="list-style-type: none"> The number of athletic teams and after school enrichment clubs increased over the prior year. 	<ul style="list-style-type: none"> \$6,000 	<ul style="list-style-type: none"> \$8,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>M.M.C.A. will promote increased parental involvement by continuing implementation of the WatchDOGS program.</p> <p>Yr 3: M.M.C.A. will increase the number of dads participating in WatchDOGS by 10% over prior year.</p>	<ul style="list-style-type: none"> WatchDogs continued 	<ul style="list-style-type: none"> \$900 	<ul style="list-style-type: none"> \$900

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>M.M.C.A. will contract with its District Sponsor Rocklin Unified to have RUSD staff provide all maintenance, grounds, and custodial services for the M.M.C.A. campus to maintain a clean and physically safe campus.</p> <p>Yr 3: M.M.C.A. will have fully taken over all M.G.O. responsibilities for its school site and develop short, intermediate and long term plans for MGO services.</p>	<ul style="list-style-type: none"> • MMCA is responsible for all of its MGO-related needs 	<ul style="list-style-type: none"> • \$89,000 	<ul style="list-style-type: none"> • \$95,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented all of our planned actions within the LCAP Plan for this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Other than increasing attendance percentages over the prior year, we met all of the other components of the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With regards to our budgeted MGO costs, we had higher than anticipated maintenance and repair costs related to our HVAC units and our fire suppression system last year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Not applicable, as this goal reflects the last year of the prior 3 year LCAP.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents are an integral part of the learning experience at M.M.C.A., and they are engaged in several ways.

First, M.M.C.A. has a Volunteer Commitment Policy whereby each M.M.C.A. family commits to forty hours of service to the M.M.C.A. This can include, for example, serving on the Governing Board or Standing Committees, providing physical labor, providing professional or paraprofessional services, volunteering in the classroom, the office or on the playground, assisting with one of our after school extra-curricular committees, and working on school-related projects in the evenings or on the weekends, driving on field trips, serving as art, garden or Spanish docents, leading clubs or athletic teams, etc.

Second, as a 501(c)(3) based charter school, M.M.C.A. is the only charter school that we are aware of whose Board is

- 1) comprised of a super majority of the charter school's parents, and
- 2) these parent positions are democratically elected directly by the school's families, giving them direct supervisorial oversight of the entire program, including the LCAP.

Third, the M.M.C.A. Teaching staff is also allotted two voting member positions on the Board, giving them direct input into school leadership as well.

Fourth, students were consulted as well about the LCAP via discussions with our Student Council, a group of twelve upper elementary aged students who were elected by their peers and provide good insight regarding the thoughts of the larger student body.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Board of Directors held Strategic Planning meetings to develop both Board Goals and review the existing LCAP goals, and worked to revise both for the upcoming years.

Additionally, during FY 2018 (the last year of our prior 2015-2018 LCAP), MMCA's charter was renewed for (5) years by the Rocklin Unified School District. As a part of this renewal, MMCA's charter petition was materially revised to include (9) new pages specifically related to the LCAP and MMCA's dedication to meeting the state's (8) LCFF priorities. The charter document now contains specific language regarding a) School Action, b) Method of Assessment and c) Person(s) Responsible for ALL of the components found within the state's (8) LCFF priorities.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

The Percentage of students who demonstrate grade-level proficiency in ELA will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Identified Need:

As the Common Core Standards continue to evolve and get implemented, we want all of our students, including any statistically significant sub-groups, to improve their ELA proficiency.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
CA Dashboard Data CA CAASPP Data	2017-18 existing student data	Student performance on the ELA sections of the CAASPP will improve by 2% over the prior testing year.	Student performance on the ELA sections of the CAASPP will improve by 2% over the prior testing year.	Student performance on the ELA sections of the CAASPP will improve by 2% over the prior testing year.
Internal assessment data for decoding, fluency, comprehension and writing	2017-18 internal assessment data of existing students (new students to school not included)			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Actions / Services

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, including any statistically significant student sub-groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All school, all grade spans

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New (1st year of 2018-2021 LCAP)

Describe the 2018-19 action/service here

- 1) Improve access to digital curriculum that is common core aligned by improving the school's student computer : student ratio from 3:1 to < than 2:1 by Lease-purchasing (80) Dell Laptops.
- 2) Renew site license for learning.com to assist with student computer fluency.
- 3) Renew site license for scootpad.com to assist with reading comprehension within a digital environment.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Describe the 2019-20 action/service here

- 2) Renew site license for learning.com to assist with student computer fluency.
- 3) Renew site license for scootpad.com to assist with reading

Select from New, Modified, or Unchanged for 2020-21

New & Unchanged (depending on Action)

Describe the 2020-21 action/service here

- 1) Improve access to digital curriculum that is common core aligned by replacing (70) existing Lenovo laptops with (70) newer Dell laptops.
- 2) Renew site license for learning.com to assist with student computer fluency.
- 3) Renew site license for scootpad.com to assist with reading comprehension within a digital environment.

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

<p>4) Utilize an Intervention Teacher to provide direct push-in and pull-out support for all students, especially “unduplicated pupils”, that are performing below grade level in reading, writing or mathematics.</p>	<p>comprehension within a digital environment.</p> <p>4) Utilize an Intervention Teacher to provide direct push-in and pull-out support for all students, especially “unduplicated pupils”, that are performing below grade level in reading, writing or mathematics.</p>	<p>4) Utilize an Intervention Teacher to provide direct push-in and pull-out support for all students, especially “unduplicated pupils”, that are performing below grade level in reading, writing or mathematics.</p>
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Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	<p>1) Dell Laptops: \$8000 worth of annual lease-purchase payments</p> <p>2) Learning.com: \$2500 site license renewal</p> <p>3) Scootpad.com: \$3000 site license renewal</p> <p>4) Intervention Teacher: \$70,000</p>	<p>1) Dell Laptops: \$8000 worth of annual lease-purchase payments</p> <p>2) Learning.com: \$2500 site license renewal</p> <p>3) Scootpad.com: \$3000 site license renewal</p> <p>4) Intervention Teacher: \$70,000</p>	<p>1) Dell Laptops: \$8000 worth of annual lease-purchase payments</p> <p>1a) additional replacement Dell laptops: \$8000</p> <p>2) Learning.com: \$2500 site license renewal</p> <p>3) Scootpad.com: \$3000 site license renewal</p> <p>4) Intervention Teacher: \$70,000</p>
Source	<p>For ‘1’, ‘2’ and ‘3’: General Fund unrestricted</p> <p>For ‘4’: Combination of Title I funding</p>	<p>For ‘1’, ‘2’ and ‘3’: General Fund unrestricted</p> <p>For ‘4’: Combination of Title I funding</p>	<p>For ‘1’, ‘2’ and ‘3’: General Fund unrestricted</p> <p>For ‘4’: Combination of Title I funding</p>

Year	2018-19	2019-20	2020-21
Budget Reference	<p data-bbox="296 237 737 305">and LCAP Concentration Gap funding</p> <p data-bbox="348 342 810 483">1) SACS 5000 – 5999 2&3) SACS 4100-1100-1000 4)SACS 1100 & SACS 3000-3999</p>	<p data-bbox="888 237 1329 305">and LCAP Concentration Gap funding</p> <p data-bbox="888 342 1350 410">For '1', '2' and '3': General Fund unrestricted</p> <p data-bbox="888 467 1413 573">For '4': Combination of Title I funding and LCAP Concentration Gap funding</p>	<p data-bbox="1478 237 1919 305">and LCAP Concentration Gap funding</p> <p data-bbox="1478 342 2003 410">For '1', '1a,' '2' and '3': General Fund unrestricted</p> <p data-bbox="1478 467 2003 573">For '4': Combination of Title I funding and LCAP Concentration Gap funding</p>

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

The Percentage of students who demonstrate grade-level proficiency in MATH will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Identified Need:

As the Common Core Standards continue to evolve and get implemented, we want all of our students, including any statistically significant sub-groups, to improve their MATH proficiency.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2018-19

2019-20

2020-21

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
CA Dashboard Data CA CAASPP Data	2017-18 existing student data	Student performance on the MATH sections of the CAASPP will improve by 2% over the prior testing year.	Student performance on the MATH sections of the CAASPP will improve by 2% over the prior testing year.	Student performance on the MATH sections of the CAASPP will improve by 2% over the prior testing year.
Internal assessment data for math fluency, math comprehension and MathScore.com benchmarks.	2017-18 internal assessment data of existing students (new students to school not included)			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action/Services

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, including any statistically significant student sub-groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All school, all grade spans

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New (1st year of 2018-2021 LCAP)

Describe the 2018-19 action/service here

- 1) Improve access to digital curriculum that is common core aligned by improving the school's student computer : student ratio from 3:1 to < than 2:1 by Lease-purchasing (80) Dell Laptops.
- 2) Renew site license for MathScore.com to assist with student math fluency, particularly on a digital platform.
- 3) Renew site license for scootpad.com to assist with math comprehension within a digital environment.
- 4) Utilize an Intervention Teacher to

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Describe the 2019-20 action/service here

- 2) Renew site license for MathScore.com to assist with student math fluency, particularly on a digital platform.
- 3) Renew site license for scootpad.com to assist with math comprehension within a digital environment.
- 4) Utilize an Intervention Teacher to

Select from New, Modified, or Unchanged for 2020-21

New & Unchanged (depending on Action)

Describe the 2020-21 action/service here

- 1) Improve access to digital curriculum that is common core aligned by replacing (70) existing Lenovo laptops with (70) newer Dell laptops.
- 2) Renew site license for MathScore.com to assist with student math fluency, particularly on a digital platform.
- 3) Renew site license for scootpad.com to assist with math comprehension within a digital environment.
- 4) Utilize an Intervention Teacher to

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

provide direct push-in and pull-out support for all students, especially “unduplicated pupils” that are performing below grade level in reading, writing or mathematics.

provide direct push-in and pull-out support for all students, especially “unduplicated pupils” that are performing below grade level in reading, writing or mathematics.

provide direct push-in and pull-out support for all students, especially “unduplicated pupils” that are performing below grade level in reading, writing or mathematics.

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	<ol style="list-style-type: none"> 1) Dell Laptops: \$8000 worth of annual lease-purchase payments 2) MathScore.com: \$2800 site license renewal 3) Scootpad.com: \$3000 site license renewal 4) Intervention Teacher: \$70,000 	<ol style="list-style-type: none"> 1) Dell Laptops: \$8000 worth of annual lease-purchase payments 2) MathScore.com: \$2800 site license renewal 3) Scootpad.com: \$3000 site license renewal 4) Intervention Teacher: \$70,000 	<ol style="list-style-type: none"> 1) Dell Laptops: \$8000 worth of annual lease-purchase payments <ol style="list-style-type: none"> 1a) additional replacement Dell laptops: \$8000 2) Learning.com: \$2500 site license renewal 3) Scootpad.com: \$3000 site license renewal 4) Intervention Teacher: \$70,000
Source	<p>For ‘1’, ‘2’ and ‘3’: General Fund unrestricted</p> <p>For ‘4’: Combination of Title I funding and LCAP Concentration Gap funding</p>	<p>For ‘1’, ‘2’ and ‘3’: General Fund unrestricted</p> <p>For ‘4’: Combination of Title I funding and LCAP Concentration Gap funding</p>	<p>For ‘1’, ‘2’ and ‘3’: General Fund unrestricted</p> <p>For ‘4’: Combination of Title I funding and LCAP Concentration Gap funding</p>

Year	2018-19	2019-20	2020-21
Budget Reference	1) SACS 5000 – 5999 2&3) SACS 4100-1100-1000 4)SACS 1100 & SACS 3000-3999	1) SACS 5000 – 5999 2&3) SACS 4100-1100-1000 4)SACS 1100 & SACS 3000-3999	1) SACS 5000 – 5999 2&3) SACS 4100-1100-1000 4)SACS 1100 & SACS 3000-3999

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

MMCA will provide its students with a clean, healthy, physically and emotionally safe learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6

Identified Need:

School attendance is a very important component of academic success. Promoting a safe and comfortable school environment with enrichment opportunities beyond the traditional classroom experience should increase a student's desire to attend school.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
School Attendance rates	2017-2018 School year A.D.A. percentage	> than prior year	> than prior year	> than prior year
Enrichment Activity participation rates	2017-2018 Enrichment Activity participation data	10% > than prior year	10% > than prior year	10% > than prior year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Actions / Services

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, including any statistically significant student sub-groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All school, all grade spans

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New (1st year of 2018-2021 LCAP)

Describe the 2018-19 action/service here

- 1) M.M.C.A. will continue implementation of the Safe and Caring Schools program as a whole-school character education and school-based behavioral expectations program.
- 2) M.M.C.A. will continue and expand upon enrichment activities that promote increasing the self esteem and health of its students. This will include increasing its partnerships with its parents and outside school communities to provide additional opportunities for students within these areas. Expanding these after school extra - curricular opportunities will hopefully promote increased attendance and student achievement amongst "at risk" student populations.
- 3) M.M.C.A. will promote increased parental involvement by continuing implementation of

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Describe the 2019-20 action/service here

- 1) M.M.C.A. will continue implementation of the Safe and Caring Schools program as a whole-school character education and school-based behavioral expectations program.
- 2) M.M.C.A. will continue and expand upon enrichment activities that promote increasing the self esteem and health of its students. This will include increasing its partnerships with its parents and outside school communities to provide additional opportunities for students within these areas. Expanding these after school extra - curricular opportunities will hopefully promote increased attendance and student achievement amongst "at risk" student populations.
- 3) M.M.C.A. will promote increased parental involvement by continuing implementation of the

Select from New, Modified, or Unchanged for 2020-21

New & Unchanged (depending on Action)

Describe the 2020-21 action/service here

- 1) M.M.C.A. will continue implementation of the Safe and Caring Schools program as a whole-school character education and school-based behavioral expectations program.
- 2) M.M.C.A. will continue and expand upon enrichment activities that promote increasing the self esteem and health of its students. This will include increasing its partnerships with its parents and outside school communities to provide additional opportunities for students within these areas. Expanding these after school extra - curricular opportunities will hopefully promote increased attendance and student achievement amongst "at risk" student populations.
- 3) M.M.C.A. will promote increased parental involvement by continuing implementation of

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

<p>the WatchDOGS program.</p> <p>4) M.M.C.A. will either provide itself or utilize outside contractors for providing all maintenance, grounds, and custodial services for the M.M.C.A. campus to maintain a clean and physically safe campus.</p>	<p>WatchDOGS program.</p> <p>4) M.M.C.A. will either provide itself or utilize outside contractors for providing all maintenance, grounds, and custodial services for the M.M.C.A. campus to maintain a clean and physically safe campus.</p>	<p>the WatchDOGS program.</p> <p>4) M.M.C.A. will either provide itself or utilize outside contractors for providing all maintenance, grounds, and custodial services for the M.M.C.A. campus to maintain a clean and physically safe campus.</p>
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Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	<p>1) Safe & Caring Schools: \$1000</p> <p>2) After School Enrichment Activities: \$15,000</p> <p>3) WatchDogs: \$1000</p> <p>4) Costs related M.G.O., campus beautification and campus safety: \$105,000</p>	<p>1) Safe & Caring Schools: \$1000</p> <p>2) After School Enrichment activities: \$16000</p> <p>3) WatchDogs: \$1000</p> <p>4) Costs related M.G.O., campus beautification and campus safety: \$110,000</p>	<p>1) Safe & Caring Schools: \$1000</p> <p>2) After School Enrichment activities: \$17000</p> <p>3) WatchDogs: \$1000</p> <p>4) Costs related M.G.O., campus beautification and campus safety: \$115,000</p>
Source	For '1', '2', '3' & '4': General Fund unrestricted	For '1', '2', '3' & '4': General Fund unrestricted	For '1', '2', '3' & '4': General Fund unrestricted
Budget Reference	1/2/3: SACS 4300-1100	1/2/3: SACS 4300-1100	1/2/3: SACS 4300-1100

Year

2018-19

2019-20

2020-21

SACS 5800-1100
SACS 1100-1000, 2100-1000, 3000-3999

4:
SACS 2000-2999
SACS 3000-3999
SACS 5000-5999
SACS 6000-6999

SACS 5800-1100
SACS 1100-1000, 2100-1000, 3000-3999

4:
SACS 2000-2999
SACS 3000-3999
SACS 5000-5999
SACS 6000-6999

SACS 5800-1100
SACS 1100-1000, 2100-1000, 3000-3999

4:
SACS 2000-2999
SACS 3000-3999
SACS 5000-5999
SACS 6000-6999

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$66,357

3.18%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As the only Title I designated charter school in Placer County, we are very proud of our diverse student community and the programs and services we offer to all of our pupils, including our “unduplicated” students.

The minimum proportionality percentage indicated above reflects the percentage of increased or improved services provided to our unduplicated students as compared to the services provided to all students.

For our “unduplicated” pupils, they have:

- priority access to our Intervention Teacher for academic support for any subject;
- low/no cost opportunities to participate in all after school student clubs, athletics and activities; and
- all EL students are placed with CLAD certified teachers and, where appropriate, receive pull out intervention instruction as well.

- Priority access for our unduplicated pupils to academic interventions during the school day
- ELA and math coaches supporting teachers with the implementation of California Common Core Standards with emphasis on supporting our unduplicated pupils
- EL coordinator to provide ongoing support and professional development with an emphasis on supporting our unduplicated pupils
- Free or reduced lunch for students who qualify

By principally directing the activities above to our unduplicated pupils we are effective in meeting the goals within the state and local priorities as outlined in the LCAP.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP [Template Appendix](#), sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA)

Federal Addendum Template

LEA name:

Maria Montessori Charter Academy

CDS code:

31-75085-0117879, California Charter
School Number: 1042

Link to the LCAP:

(optional)

N/A (Fed. Addendum included as addendum
to 2018-2021 LCAP)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Historically, MMCA has primarily received Title I, Part A and Title II, Part A funds.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

We will use all of our Title I and Title II funds received to help offset the cost of our full-time Intervention Teacher. Our Intervention Teacher provides direct push in and pull out services in reading, writing and mathematics in direct support of all of our "underserved student groups," "at-risk unduplicated pupils" and anyone within our student population that is performing more than (1) year behind their grade level peers based on either our internal assessment or state CAASPP results. We believe targeted, individualized instruction is the best tactic to help under-performing students get caught up.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

By using our LIMITED (less than \$25k annually) annual federal funding to help offset the costs of an Intervention Teacher that we are tactically deploying within LCAP to meet the needs of our "at-risk" student population, we can provide more intervention services to our neediest students than we would be able to provide without the federal funding.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have a FULLY integrated program led by an instructional staff that is "HIGHLY QUALIFIED" under all NCLB standards.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are organized as a 501(c)(3) public benefit corporation. Our Parent community annually elects a super-majority of the membership of the Board of Directors – the parents have direct control and oversight of the school.

With regards to Family Engagement, we utilize multiple means of communication and engagement, including a detailed website, weekly school newsletters, Facebook posts and regular Community Events (example: Fall Harvest Festival).

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Given our limited ESSA Funding (which I believe is limited to Title I, Part A, not parts B-D), all of it will be used towards the costs of an Intervention Teacher who will provide targeted instruction during the school day.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will work with our County Office of Education, and their support programs specifically geared to homeless and foster youth, to help provide tools and resources for any homeless children we may have.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our program does not offer a high school, nor does it offer a public preschool – we are a K-8th grade public elementary school. With regards to assisting our middle school students and their transition to local high schools, we partner with several high schools and their respective guidance counselors, inviting them to our campus to provide support and counsel to our students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

NOT APPLICABLE

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N / A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We receive less than \$2k annually in Title II, Part A funding – there's not much you can do with that. When we have new teachers, they do participate in BTSA and the corresponding induction program. We will likewise pay for Montessori specific training and curricular training for any new program that we implement. Since the focus of our federal \$ is on our Intervention Teacher, we typically use our minimal Title II funding on training & professional development related to our intervention and special education program.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are a single school entity – with only one school, all funds are intended for just the one school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student performance data on CAASPP, ELPAC (aka new version of 'CELDT') will influence any professional development opportunities we contemplate with our Intervention Teacher.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

If we receive any Title IV, Part A funds, we utilize those funds to pay for our Safe and Caring Schools Program.