

Local Control and Accountability Plan and Annual Update

LEA: Tierra Pacifica Charter School

Contact : Kitty Hansen, Office Manager, 831-462-9404

LCAP Year: for 2016-17

Introduction:

Tierra Pacifica is a small parent participation school of 153 K-8 students that has been in existence for 18 years. All of our teachers are appropriately assigned and fully credentialed and all pupils have access to standards aligned instructional materials pursuant to Education Code section 60119. We implement academic content, performance standards and English Language Development standards adopted by the state board.

We are a high performing school and again this year we had no suspensions or expulsions, and very few needs for discipline such as coming to the office. We use a prevention method for maintaining a positive school culture that includes strong loving relationship building, and designing the day, week and year to match children's social, emotional, physical, educational and natural world needs.

We have no statistically significant subgroups, so rather than relying on group data we focus on each individual student. We do this through innumerable collaborative team meetings in which we look closely at every aspect of that single child's life and develop plans to support him or her.

Our school is beloved in the eyes of our stakeholders as evidence by:

- The overwhelming support and enthusiasm expressed by parents in surveys
- The high attendance of parents at our numerous parent meetings
- The over 200 students on our waiting list
- Feedback from staff and staff retention
- The enthusiasm expressed by our students as they tell others about their school on tours, alumni day and at meetings.

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Local Control and Accountability Plan and Annual Update

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Tierra Pacifica is a parent participation school which operates for the most part as a grass roots cooperative in which all stakeholders (parents, staff, community and students) are involved and given many opportunities to give input and make decisions. In addition to the many information and decision-making community meetings that happen throughout the school year, we also have numerous teams that are composed of a combination of staff and parents who take special interest</p>	<p>Based on positive feedback we implemented the goals from 2015-2016 LCAP. Increasing ELL instruction was an excellent use of funding, as shown in our increasing scores on CELDT. (Unpublished here because the group is so small that it would identify confidential information.)</p>

<p>In areas of the school. These teams meet on a regular basis and are advertised through our weekly bulletin and weekly class letters. They are open to anyone interested in attending. Some of our ongoing teams are finance, diversity, fund development, ELL support, grandparents and friends, facilities, building maintenance, science, life lab garden, grounds maintenance and technology. All of these groups contribute to the evaluation of progress and the development of school goals.</p>	<p>School community overwhelmingly supported the following actions: upkeep and improvement of technology, facilities repairs, and teacher trainings.</p>
<p>Annual Update: All School Meetings -two meeting were held in which about 85 parents and 20 staff attended. Parent Survey- We collected input on last years LCAP and asked for priorities for future goals Teams of Parents and Staff Facilities Planning - several teams of parents and staff took on the upfront research and planning needed to make decisions about Solar, LED, building an additional classroom, garden beds Facility Maintenance Team -created a schedule for future grounds maintenance. They also worked on gopher abatement and created a plan and team of volunteers to install sprinklers in the track field. Technology Team met and were called in as needed throughout the year to optimize our technology. Diversity Team met approximately once a month to evaluate progress, do outreach, identify needs, provide curriculum and create school wide assembly presentations. Finance Team - monthly meetings were held to evaluate and identify fiscal related needs, state budget funding and how to address needs financially. We also use, staff meetings, student surveys, individual interviews with every staff member, and board meetings, to gain information that has helped form our goals for next year. Some of the questions that are asked at meeting are, "What is working?", "What is not working?" "What changes or additions would you like to see at our school?"</p>	<p>Annual Update After much discussion between all teams and stakeholders the following two priorities have emerged for 2016-2017 LCAP. 1. Maintaining our excellent staff and programs 2. Expanding and improving facilities to house these programs (we are currently bursting at the seams with student instruction happening in the principals office, the teachers lunch room, hallways and outside)</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schools/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 Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schools/sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schools/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?

Related State and/or Local Priorities:
 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ X
 COE only: 9 ___ 10 ___
 Local : Specify ___

GOAL: Technology support

Identified Need: Ability to serve all students with up to date technology

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: No significant subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Tech team will consult with teachers and tech liaison frequently to assess and monitor needs and progress.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Keep the 55 Chromebooks, 37 student iBooks, and approximately 20 staff computers and technology that interfaces with them in working order	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$3,000

GOAL: Maintain all programs and support a healthy school climate
(Student Support Systems)

Related State and/or Local Priorities:
 1 2 3 4 5 6 7 8
 COE only: 9 10
 Local : Specify _____

Identified Need: To continue programs that are successful in creating a positive school climate for parents and students.

Schools All

Goal Applies to:

Applicable Pupil Subgroups: No significant subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Parent and student surveys. 2. English Language Learners continue to show adequate progress in classrooms and on CELDT and ADEPT testing as well as teacher input and feedback. 3. Continue to support after school sports programs and explore the possibility of expanding to more sports.	1. Continue current programs including outreach to parents, bullying prevention programs (solution teams) and community building. 2. Support English language learners by retaining high quality teachers and instructional leaders including ELL specialist who consults with teachers. 3. Recruit/retain volunteer (parent) coaches; explore offering stipends for coaches	School-wide	Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1. 0 2. \$31,796 3. \$ 1,000 (2 stipends)

GOAL: School facilities are maintained in good repair and there is adequate space for classroom instruction.

Related State and/or Local Priorities:
 1 2 3 4 5 6 7 8
 COE only: 9 10
 Local : Specify _____

Identified Need: Upkeep for the buildings and grounds. Create enough space for all classrooms

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: No significant subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Facilities inspections.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Put protective coating on school roof 2. Install school wide solar 3. Install LED lighting 4. Asphalt path to track 5. Explore building final classroom 6. Explore installing sun tunnels in classrooms 7. Complete painting of school	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1. \$30,000 2. \$50,000 Energy grant 3. \$30,000 Energy grant 4. unknown 5. unknown 6. unknown 7. \$7,800

GOAL: To support teachers in implementing common core standards and maintain or improve our academic achievement on CA assessments (Curriculum and Instructional Design)

Related State and/or Local Priorities:
 1 ___ 2 X 3 ___ 4 X 5 ___ 6 ___ 7 X 8 ___
 COE only: 9 ___ 10 ___
 Local : Specify ___

Identified Need : Training for teachers. Common Core aligned curriculum, technology.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: No significant subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Tierra Pacifica has always scored in the top 20% of CA schools on state tests. Our goal is to continue to achieve that level of academic performance in the CA State Smarter Balanced Tests.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Individual staff trainings in writing process (Lucy Calkins) 2. Foss science training for designated staff 3. Connected math training for 6/7/8 teacher	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	1. \$5,000 2. \$1,100 3. \$2,000

ANNUAL UPDATE SECTION

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth, and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

Original GOAL from prior year LCAP:

Students will make reasonable progress towards English Language Proficiency

Related State and/or Local Priorities:
 1 2 3 4 5 6 7 8
 COE only: 9 10
 Local: Specify _____

Goal Applies to: Schools: All Applicable Pupil Subgroups: _____ No significant subgroups

Expected Annual Measurable Outcomes:	CELDT and ADEPT testing as well as teacher input and feedback.	Actual Annual Measurable Outcomes:	Students were assessed on an ongoing formative basis and also using CELDT and ADEPT testing and all have shown strong growth in all areas. Because of small number of students, identifying scores here would compromise their confidentiality.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase English Language Learner staffing hours Scope of service: School-wide ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$15,344.00	A dedicated ELL teacher worked both individually with ELL students and also supporting classroom teachers in classes with ELL students. Scope of service: School-wide ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$28,990
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Our ELL program is extremely strong as measured by CELDT testing and also classroom performance. For next year we will continue with this same model, and collapse this goal into our school programs and climate goal.	

Original GOAL
from prior year
LCAP:

Technology support

Related State and/or Local Priorities:
1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ x
COE only: 9 ___ 10 ___
Local : Specify ___

Goal Applies to:

Schools: All
Applicable Pupil Subgroups: No significant subgroups

Expected
Annual
Measurable
Outcomes:

Tech team will meet monthly to assess and monitor needs and progress.

Actual
Annual
Measurable
Outcomes:

The tech team installed several projectors, fixed and replaced teacher and student computers and created a plan to purchase 35 new computers to replace 7 year old outdated computers for our middle school at the end of this year

LCAP Year: 2015-16

Planned Actions/Services

Actual Actions/Services

New student computers, projectors, printers and network switches

Budgeted
Expenditures

22,240 from one time state grant

Estimated
Actual Annual
Expenditures

\$70,700

Scope of service:

School-wide

Scope of
service:

These will be purchased at the end of this school year.

ALL
OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other
Subgroups:(Specify) _____

ALL
OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We may replace broken projectors with wall monitors. Technology Team created a five year plan for replacement and maintenance of technology.

Original GOAL
from prior year
LCAP:

Maintain all programs and support a healthy school climate

Related State and/or Local Priorities:
1 ___ 2 ___ 3 X 4 ___ 5 X 6 X 7 ___ 8 ___
COE only: 9 ___ 10 ___
Local : Specify ___

Goal Applies to: Schools: All
Applicable Pupil Subgroups: No significant subgroups

Expected Annual Measurable Outcomes: Parent and student surveys. Attendance data from Power School.

Actual Annual Measurable Outcomes: A parent survey indicated that respondents feel we are doing a good or excellent job. Transitioning from Power School to Illuminate created some gaps in attendance tracking that are being addressed.

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Continue current programs including outreach to parents, bullying prevention programs (solution teams) and community building.</p> <p>Scope of service: <u> </u> School-wide <u> </u></p> <p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	0	<p>We held 5 successful solution teams in which students support and problem solve for children who feel they are being excluded or bullied. Also held many Village Success Meetings in which parents and staff work together to support students.</p> <p>Scope of service: <u> </u> School-wide <u> </u></p> <p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u></p>	0	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> <p>We are looking at modifying or enlarging our facilities space to accommodate all of the small group instruction, ELL, special ed, tutoring and counseling space needed. We have also begun educating parents about the importance of consistent school attendance.</p>				

Original GOAL from prior year LCAP: To support student physical fitness and health

Related State and/or Local Priorities:
 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___
 COE only: 9 ___ 10 ___
 Local : Specify ___

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: No significant subgroups

Expected Annual Measurable Outcomes:	Students will be assessed in physical fitness using the state tests as well as the presidential fitness challenge.	Actual Annual Measurable Outcomes:	79% of 4th/5th/6th graders fell within the healthy fitness zone of aerobic capacity. 95% of 4th/5th/6th graders fell within the healthy fitness zone of muscular strength and endurance Compared to the 2013 California results showing that overall 5th grade students scored at approximately 26%, TPCS is scoring well above the average for California scores. (Information found at http://www.ode.ca.gov/)
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Planned Actions/Services **LCAP Year: 2015-16** **Actual Actions/Services**

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. PE teacher hired for the whole school year. 2. Improve quality of school lunches.	1. \$10,600.00 2. \$ 3,000.00	The PE teacher scheduled and met with each class of students for PE 3-4 times per week. Excellent lunches were served all year.	1. \$15,500 2. \$ 8,500

Scope of service: School-wide

Scope of service: School-wide

ALL
 OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient Other Subgroups:(Specify) _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Continue programs. We are satisfied with the PE and lunch programs and will continue them in the future and no longer list as individual goals.

Original GOAL from prior year LCAP: School facilities are maintained in good repair.

Related State and/or Local Priorities: 1 2 3 4 5 6 7 8
 COE only: 9 10
 Local : Specify _____

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: No significant subgroups

Expected Annual Measurable Outcomes:	Facilities inspections.	Actual Annual Measurable Outcomes:	Per Inspections: School was painted. Roof was patched, Asphalt path was installed.
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LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Paint the school to ensure buildings are properly protected from damage		1. \$15,865.00	Part of school was painted and we plan to complete the project this summer. Roof was patched. Asphalt path was installed.	1. \$ 8,057
2. Patch the roof to prevent leaks		2. \$3,000.00		2. \$ 2,350
3. Asphalt path by field		3. \$6,800.00		3. \$ 7,480
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We identified several new building projects and are in the process of prioritizing and identifying funding streams. We plan to finish painting the school this summer.		

Original GOAL from prior year LCAP:

To support teachers in implementing common core standards and maintain or improve our academic achievement on CA assessments.

Related State and/or Local Priorities:
 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___
 COE only: 9 ___ 10 ___
 Local : Specify _____

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: No significant subgroups

Expected Annual Measurable Outcomes: Terra Pacifica has always scored in the top 20% of CA schools on state tests. Our goal is to continue to achieve that level of academic performance in the CA State Smarter Balanced Tests.

Actual Annual Measurable Outcomes: We again scored in top 20%. (check this ___ Jennifer)

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Staff wide training in Innovative Teaching 2. Individual staff trainings in writing process 3. Exploratorium science 4. Purchasing supplemental Curriculum aligned with Common Core Scope of service: School-wide		1. \$5,000.00 2. \$2,500.00* 3. no cost 4. \$ 2,000* * Items using grant funds	1. Entire staff attended this training. 2. Two staff members attended Lucy Calkens training in NY. 3. Two science teachers attended summer institutes at Exploratorium 4. We purchased supplemental curriculum to better align Investigations Math with Common Core Scope of service: School-wide	1. \$4,946 2. \$1,287 3. \$1,058 4. \$2200
X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? We are waiting to purchase the new complete common core aligned Investigations but it will not be published until 2017. Our science team will work on aligning our Foss Kits. The teachers all enrolled and studied Jo Boaler Growth Mindset math curriculum. We are reassigning two teachers in math and sending one to Connected Math training. Several more teachers will attend Lucy Calkins and science trainings.				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: : \$ 30,937

For the LCAP Year 2016-2017 the school is anticipating 153 students with approx 23 that are unduplicated (low income, foster youth, and English learner) pupils. The school is planning to use this funding for English learner support programs. The school plans to spend a total of \$32,751 on our certified instructional teacher who runs the English language learner program. The school believes this use of the funding due to the supplemental grant will be in the best interests of the whole school operation. There are no significant subgroups that must be addressed.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

2.89	%
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The school is increasing services by increasing ELL teacher salary.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

01-13-15 [California Department of Education]