Introduction:

LEA: Dunham Elementary Charter School   **Contact (Name, Title, Email, Phone Number):** Adam Schaible, Superintendent/Principal, aschaible@dunhamsd.k12.ca.us, 7077955050   **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
PTO Meeting March 9th	No additions/changes suggested
Parent Survey - March 1st - 12th	Data received by Site Council
Site Council Meeting on March 14th - review survey results	Comments received regarding Art, Tribes, and Spring Conferences
Coffee with Principal	Discussion re: programs and summer construction plans. Parent suggestions included adding a mural somewhere on campus and adding a sign in the drop-off area telling parents not to get out of their cars.

Board of Trustees discussion item: April 12th meeting	Discussion re: programs next year. Board has an interest in more collaboration between 5th and 6th grade teachers - one teacher teaching Math, the other English
Draft of LCAP published online on April 24th, two weeks prior to public hearing	LCAP made available to the public. No additional comments received
Site Council Meeting on May 2nd, 2016. Final review and input on District LCAP	After reviewing changes, Site Council did not recommend any additions or deletions.
Board meeting on May 24th - Public Hearing: Distric and Charter School LCAPs	
Board meeting on May 24th - Public Hearing: Budget	

Annual Update:	**Annual Update:**
November 2nd - Review 2015-16 LCAP progress toward goals with PAC/Site Council	Site council feedback included suggestions for additional after school activities. Site Council also reviewed plans to expand office space, build a teacher-workroom, and add windows so that office personnel can see the parking lot from their desks (enhancing safety and ability to respond quickly to a threat).
January 12th Board of Trustees Meeting - Review of progress toward LCAP goals presented to the board.	Board received the superintendent's update and discussed progress and the LCAP update process. Feedback from Board indicated that students are not getting enough educational value from the Spanish program to warrant the $7000 price tag. Reviewed plans to expand office space, build a teacher-workroom, and add windows so that office personnel can see the parking lot from their desks (enhancing safety and ability to respond quickly to a threat). Both will be included in the next LCAP
Site Council Meeting on January 25 - Discuss update to surveys and set timelines for administering. PAC/Site Council included an English Learner Parent representative and a the parent of two Special Education Students.	Site council updated surveys for students to reflect new offerings and clarify ambiguity. Also discussed the value of Spanish this year and whether or not it was worth $7000. Feedback from Site Council indicated that it is not worth it.
March 9th - PTO meeting: planned for Parent meeting after Spring Break: Coffee with the principal	Parents at the meeting indicated satisfaction with current program offerings
Consult with bargaining unit on March 28th during Staff Development day	Reviewed parent input to date and discussed various ways to address campus beautification.
Student Survey Administered in Grades 2 - 6. Students took the survey online and 95% reported.	Results established priorities for after-school programs in the coming year.
Staff meeting with all staff on April 4th - LCAP discussion item	Reviewed Parent Survey and student surveys. Results showed over 90% satisfaction with current program(s). Discussed tweaks to the survey to solicit more detailed information. Next year. Staff agreed with parent interest in

	having art added to the regular schedule and adding a colorful display of art somewhere on or around the the main building. Staff also acknowledged need for additional office space and a staff workroom.
Board Meeting on April 12th - LCAP update on agenda as a "Discussion Item." Board reviewed district survey and recommendations from stakeholders and the PAC/Site Council. Reviewed Parent Survey. Results showed over 90% satisfaction with current program(s).	The board agreed that several items should be added to the LCAP for next year ("no parking" signs, art display) and the band program should continue. Board also approved moving forward with an expansion of office space.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	School and district students will be engaged and involved in their own education.		Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	All students, including unduplicated students and students with disabilities, need to be engaged and involved in their own education. Parent involvement in students' education is a vital support for students in this goal. Students need opportunities to explore and develop personal interests. Baseline metrics include: number of enrichment activities currently offered (8), current attendance rate (95%), current "chronically absent students" (0), current course access (100%), Current Physical Fitness proficiency rate (70.4%), parent involvement in school activities (current average is 40%) and current suspension rates (under 2%). The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.

Goal Applies to:	Schools:	Dunham ES
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All students, including unduplicated students and students with disabilities, will have at least 10 after school program offerings over the course of the school year. Improve attendance rate to 97%, Maintain number of "chronically absent students" at "0". Maintain course access at 100%. Improve Physical Fitness proficiency rate by 5%. Improve parent participation rate (as measured by the school survey) to over 50%. The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust teacher-run after school offerings in response to student/parent feedback.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stipends 1000-1999: Certificated Personnel Salaries Base 2850
Add after school/summer school offerings as indicated by data from 15/16 CASSP (Math Club, Reading Club, Targeted Summer School)	Dunham Charter	_ All OR: X Low Income pupils X English Learners _ Foster Youth	Teacher 1000-1999: Certificated Personnel Salaries Supplemental 2850

		_ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education Students</u>	
School and District will offer discounted day care and after school program rates for families who are signed up for Free or Reduced-Price lunches.	Dunham Charter	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Decreased revenue 0000: Unrestricted Supplemental 1900
School will add a student-produced mural or other colorful outdoor display to the front courtyard area.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies 0000: Unrestricted Base 950
Maintain or grow band program in response to student interest	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Band Teacher 5000-5999: Services And Other Operating Expenditures Base 4750
Parents will be offered the opportunity to have input on making decisions for the district and have multiple opportunities to take part in children's lives at school"	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies 0000: Unrestricted Base 475

LCAP Year 2: 2017/18			
Expected Annual Measurable Outcomes:	All students, including unduplicated students and students with disabilities, will have at least 10 after school program offerings over the course of the school year. Maintain attendance rate at 96%, Maintain number of "chronically absent students" at "0". Maintain course access at 100%. Improve Physical Fitness proficiency rate by 2% over 16/17. Improve parent participation rate (as measured by the school survey) to over 55%. The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust teacher-run after school offerings in response to student/parent feedback	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Stipends 1000-1999: Certificated Personnel Salaries Base 950
Adjust after school/summer school support offerings as indicated by data from CASSP.	Dunham Charter	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Teacher 1000-1999: Certificated Personnel Salaries Supplemental 950
School and District will offer discounted day care and after school program rates for families who are signed up for Free or Reduced-Price meals	Dunham Charter	_ All OR: X Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplement Day Care with district resources 0000: Unrestricted Supplemental 950
School will add a student-produced mural or other colorful outdoor display to the back courtyard area	Dunham Charter	X All OR: Low Income pupils _ English Learners	Supplies 0000: Unrestricted Base 950

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain or grow band program in response to student interest	Dunham Charter	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Band Teacher 5000-5999: Services And Other Operating Expenditures Base 1425
"Parents will be offered the opportunity to have input on making decisions for the district and have multiple opportunities to take part in children's lives at school."	Dunham Charter	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies 0000: Unrestricted Base 475

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All students, including unduplicated students and students with disabilities, will have at least 10 after school program offerings over the course of the school year. Maintain attendance rate at 97%, Maintain number of "chronically absent students" at "0". Maintain course access at 100%. Maintain Physical Fitness proficiency rate at 17/18 level. Improve parent participation rate (as measured by the school survey) to over 60%. The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust teacher run after school offerings in response to student/parent feedback.	Dunham Charter	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Stipends 1000-1999: Certificated Personnel Salaries Base 475

		_ Other Subgroups: (Specify)	
Add after school/summer school class as indicated by data from the 15/16 CAASPP	Dunham Charter	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Teacher 1000-1999: Certificated Personnel Salaries Supplemental 950
School and District will offer discounted day care and after school program rates for free/reduced lunch families	Dunham Charter	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplement Day-Care/After School programs from general fund 0000: Unrestricted Supplemental 950
School will add a student-produced mural or other colorful outdoor display to the back courtyard area	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies 0000: Unrestricted Base 950
Maintain or grow band program in response to student interest	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Band Teacher 5000-5999: Services And Other Operating Expenditures Base 1900

"Parents will be offered the opportunity to have input on making decisions for the district and have multiple opportunities to take part in children's lives at school."	Dunham Charter	X All ------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies 0000: Unrestricted Base 475

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

GOAL 2:	School and district will have safe, secure and adequate school facilities.	Related State and/or Local Priorities: 1 X 2 _ 3 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	All students, including unduplicated students and students with disabilities need safe, secure and adequate school facilities. Entire school community needs adequate space for classes, events, performances, rainy-day p.e. and multi-class activities like "buddies." Buildings and expanded community room added in 14/15 need to be maintained and paid for. School also needs additional office and staff workroom space and windows to view the parking lot from the office. Baseline metrics will also include: FIT report (maintain current levels: "4" or "good"), Suspension Rates (currently 0 days), Expulsions (currently 0), School Climate Survey (indicators all above 90% for positive school climate).

Goal Applies to:	Schools: Dunham ES
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	School will maintain high FIT report levels (maintain current levels: "4" or "good"), low suspension rates (under 5 days), low expulsion rate (0), and high "positive indicators" on the School Climate Survey (90% for positive school climate).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain community room, office, staff workroom and all classrooms to a high standard of cleanliness and safety.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance 5000-5999: Services And Other Operating Expenditures Base 9500
Continue to utilize "restorative circles" and Toolbox to help support positive behavior at school	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No additional support needed

		_ Other Subgroups: (Specify)	
Remodel and expand office space, including windows to the parking lot for additional security.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Architect and Contractor Fees (Modernization) 7000-7439: Other Outgo Other 47500
Add new modular building to replace classroom space given over to office remodel and new staff room	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Architect and Contractor Fees (shared cost with Charter School) 0000: Unrestricted Other 149150

LCAP Year 2: 2017/18			
Expected Annual Measurable Outcomes:	School will maintain high FIT report levels (maintain current levels: "4" or "good"), low suspension rates (under 5 days), low expulsion rate (0), and high "positive indicators" on the School Climate Survey (90% for positive school climate).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain community room to a high standard of cleanliness and safety.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance 0000: Unrestricted Base 9975
Continue to utilize "restorative circles" and Toolbox to help support positive behavior at school	Dunham Charter	X All	No additional support needed

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain office space, including windows to the parking lot for additional security.	Dunham ES	X All ------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance 5000-5999: Services And Other Operating Expenditures Base 1425
Add new modular building to replace classroom space given over to office remodel and new staff room	Dunham Charter	X All ------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance 5000-5999: Services And Other Operating Expenditures Base 54150

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	School will maintain high FIT report levels (maintain current levels: "4" or "good"), low suspension rates (under 5 days), low expulsion rate (0), and high "positive indicators" on the School Climate Survey (90% for positive school climate).		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain community room to a high standard of cleanliness and safety.	Dunham Charter	X All ------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth	Maintenance 6000-6999: Capital Outlay Base 10450

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to utilize "restorative circles" and Toolbox to help support positive behavior at school	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional support needed
Maintain office space, including windows to the parking lot for additional security.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance 5000-5999: Services And Other Operating Expenditures Base 1425
Add new modular building to replace classroom space given over to office remodel and new staff room	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance 5000-5999: Services And Other Operating Expenditures Base 54150

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

GOAL 3:	Students at the school and district will be proficient in the Common Core State Standards	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Students need to be proficient in the Common Core Standards in order to be successful at school. They also need access to, and be enrolled in, a broad course of study that includes all of the subject areas described in Ed Code Section 51210. In 2015 (the first year we received results from the new CAASPP testing) 46% of students tested "at or above" standard in ELA and 56% of students tested "at or above" standard in Math. Baseline metrics will also include SBAC "interim" assessments (2016 will give us baseline data), CELDT scores (EA - 1), EL Reclassification Rate (NA), Implementation of Common Core (fully implemented), textbook sufficiency in accordance with the Williams Act, and implementation of ELD Standards. The following metrics are not applicable: API, A-G requirements, UC/CSU/CTE.

Goal Applies to:	Schools:	Dunham ES
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Student achievement on the SBAC summative assessments will increase by at least 5% over the 15/16 rates. School and district will maintain CELDT "Early Advanced" scores of over 80% of students. School and district will maintain high EL Reclassification Rate, and full implementation of Common Core and ELD Standards. All students, including ELs, low-income and foster youth will have sufficient textbooks in accordance with the Williams Act. Students will have access to 100% of course access required by Ed Code 51210.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School will adjust benchmark testing based on SBAC data from prior year - focus on areas of weakness.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assessment Software - ELA 5000-5999: Services And Other Operating Expenditures Base
School will use the online program Lexia to support English Learners	Dunham Charter	_ All OR: _ Low Income pupils X English Learners _ Foster Youth	Subscription Fee (year three of subscription - prepaid in 2015) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Teachers will be trained to use new ELA program (HM)	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Consultant Fees 5800: Professional/Consulting Services And Operating Expenditures Other 4550
School will adjust support and intervention programs to match areas of greatest need (as determined by benchmark and summative assessments)	Dunham Charter	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Teacher (Learning Center) 1000-1999: Certificated Personnel Salaries Supplemental 47500
District and School will implement Common Core aligned math program.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Yearly purchase of instructional materials 4000-4999: Books And Supplies Base 950
School will adjust counselor time to provide support for the emotional needs of children while at school.	Dunham Charter	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient	Counselor Salary 5000-5999: Services And Other Operating Expenditures Supplemental 13300

		_ Other Subgroups: (Specify)	
School will adopt a Common Core aligned ELA Program	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Adoption Purchase 4000-4999: Books And Supplies Base 28500

LCAP Year 2: 2017/18			
Expected Annual Measurable Outcomes:	Students' individual needs will be identified and teachers will adjust instruction to address needs. Student achievement on the SBAC summative assessments will increase by at least 5% over the 15/16 rates. School and district will maintain high EL Reclassification Rate, and full implementation of Common Core and ELD Standards. All students, including ELs, low-income and foster youth will have sufficient textbooks in accordance with the Williams Act.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District and School will use SBAC and Interim Assessment results to adjust curriculum and instruction.	Dunham Charter	X All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3 Staff Development Days aligned with SBAC calendar
School will use the online program Lexia to support English Learners	Dunham Charter	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Subscription Fee 4000-4999: Books And Supplies Supplemental 475

Teachers will adjust and refine use of new ELA program (HM)	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development Time - one day 1000-1999: Certificated Personnel Salaries Base 475
School will adjust support and intervention programs to match areas of greatest need (as determined by benchmark and summative assessments)	Dunham Charter	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Teacher (Learning Center) 1000-1999: Certificated Personnel Salaries Base 950
District and School will implement Common Core aligned math program.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Yearly cost of instructional materials 4000-4999: Books And Supplies Base 950
District and School will supplement Common Core aligned ELA program	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental Materials 4000-4999: Books And Supplies Base 475
School will adjust counselor time to provide support for the emotional needs of children while at school.	Dunham Charter	_ All OR:	Counselor Salary 5000-5999: Services And Other Operating Expenditures Supplemental 1425

| | X Low Income pupils
X English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

| **LCAP Year 3:** 2018-19 | | |

| Expected Annual Measurable Outcomes: | Students' individual needs will be identified and teachers will adjust instruction to address needs. Student achievement on the SBAC summative assessments will increase by at least 5% over the 15/16 rates. School and district will maintain high EL Reclassification Rate, and full implementation of Common Core and ELD Standards. All students, including ELs, low-income and foster youth will have sufficient textbooks in accordance with the Williams Act. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District and School will use SBAC and Interim Assessment results to adjust curriculum and instruction	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3 Staff Development Days aligned with SBAC calendar 1000-1999: Certificated Personnel Salaries Base 1425
School will use the online program Lexia to support English Learners	Dunham Charter	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Subscription Fee 5000-5999: Services And Other Operating Expenditures Supplemental 475
Teachers will adjust and refine use of new ELA program (HM)	Dunham Charter	X All OR: X Low Income pupils X English Learners _ Foster Youth	Professional Development - One Day 1000-1999: Certificated Personnel Salaries Base 570

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
School will adjust support and intervention programs to match areas of greatest need (as determined by benchmark and summative assessments)	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Teacher (Learning Center) 1000-1999: Certificated Personnel Salaries Base 1425
District and School will implement Common Core aligned math program.	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Yearly purchase of instructional materials 4000-4999: Books And Supplies Base 950
District and School will supplement Common Core aligned ELA program	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental Materials 4000-4999: Books And Supplies Base 190
School will adjust counselor time to provide support for the emotional needs of children while at school.	Dunham Charter	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselor Salary 5000-5999: Services And Other Operating Expenditures Supplemental 1520

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

GOAL 4:	Each class in the school and district will have a highly qualified, appropriately placed teacher			Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In order to be successful, students need "highly qualified" teachers who are appropriately placed in accordance with their credentials. Currently the school has 1 highly qualified teacher and needs to add 0.			
Goal Applies to:	Schools: Dunham ES			
	Applicable Pupil Subgroups:	All		

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of the teachers will be appropriately assigned and fully credentialed/highly qualified, in the subject area and for the students they are teaching, 100% of the year.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust staffing to respond to enrollment	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 876,850

LCAP Year 2: 2017/18

Expected Annual Measurable Outcomes:	100% of the teachers will be appropriately assigned and fully credentialed/highly qualified, in the subject area and for the students they are teaching, 100% of the year.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust staffing in response to enrollment	Dunham Charter	X All OR: _ Low Income pupils	Teacher Salary 1000-1999: Certificated Personnel Salaries Base 876,850

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	100% of the teachers will be appropriately assigned and fully credentialed/highly qualified, in the subject area and for the students they are teaching, 100% of the year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust staffing to respond to enrollment	Dunham Charter	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 876,850

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	School and district students will be engaged and involved in their own education.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Dunham ES	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Students will have at least 10 after school program offerings. Improve attendance rate to 96%, maintain number of "chronically absent students" at 0. Maintain course access at 100%. Improve Physical Fitness proficiency rate to 80%. The following metrics are not applicable: Middle School drop out rate, High School drop out rate, High School graduation rate.	Actual Annual Measurable Outcomes:	Dunham students had access to 11 district and charter funded after-school programs and 4 vendor driven programs. As of P2, district students had maintained an attendance rate of 96% and there were no "chronically absent" students. In 14/15 Dunham students were above 80% proficiency in 5 out of 6 areas, and course access was maintained at 100%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Adjust teacher-run after school offerings in response to student/parent feedback.	Teacher Stipends 1000-1999: Certificated Personnel Salaries Base $300	In addition to the District offerings, students had full access to 11 after school clubs and/or sports	The district spending was as budgeted. 1000-1999: Certificated Personnel Salaries Base $300
Scope of Service Dunham ES X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Dunham ES X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Further expand enrichment offerings through the day-care program based	None $0	District continued to offer an after-school drama program through day-	None $0

on response from prior year parent surveys.		care. Prior year parent surveys indicated no interest in expanding the day-care programs.	
Scope of Service Dunham ES X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Dunham ES X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		Decision was made to purchase audience chairs first and delay purchase of a taller stage.	Audience Seating (estimated) 7000-7439: Other Outgo Base $2500
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		Band Teacher Hired	Salary (estimated) 5800: Professional/Consulting Services And Operating Expenditures Base $4000
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

		We were unable to find a part time Spanish teacher, and had to contract with Colors of Spanish.	Contract Service 5000-5999: Services And Other Operating Expenditures Base $7000
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Add summer school offerings as indicated by data from CAASP	Teacher Hourly Pay 1000-1999: Certificated Personnel Salaries Supplemental $500	Summer school was offered in conjunction with Dunham Charter School, serving Special Education and EL populations. No students from the district school attended as there were no identified needs.	Teacher Hourly Pay 1000-1999: Certificated Personnel Salaries Supplemental $500
Scope of Service : Dunham ES _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : Dunham ES _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Offer discounted day care and after school program rates for families who are signed up for Free or Reduced-Price lunches.	Loss of revenue 0000: Unrestricted Supplemental $1000	No students from the district school took advantage of the daycare discount.	Loss of revenue 0000: Unrestricted Supplemental $0
Scope of Service : Dunham ES _ All OR: X Low Income pupils _ English Learners		Scope of Service : Dunham ES _ All OR: X Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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?	District will refine after-school offerings in response to student survey and parent survey data. Summer School and discounted day care will continue to be offered and district will increase efforts to make parents aware of the program. School will discontinue the Spanish program and reintroduce it as an after school program. Parent engagement is a vital part of student engagement. Dunham will add an action to the LCAP to address parent engagement. Action item "Add after school/summer school offerings as indicated by data from 15/16 CASSP" will be move to Goal Number 4 "Students will be proficient in the Common Core Standards"		

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.

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.

Original GOAL 2 from prior year LCAP:	School and district will have safe, secure and adequate school facilities.	Related State and/or Local Priorities: 1 X 2 X 3 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Dunham ES	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	School will maintain high FIT report levels (maintain current levels: "4" or "good"), low suspension rates (under 5 days), low expulsion rate (0), and high "positive indicators" on the School Climate Survey (90% for positive school climate).	Actual Annual Measurable Outcomes:	District school maintained high FIT report levels, had no suspensions or expulsions, and 100% of responding parents indicated that their child feels safe at school.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain two new classrooms with restrooms.	Maintenance 7000-7439: Other Outgo Base $10,000	Two classrooms were maintained to a high level of safety and cleanliness.	Maintenance 7000-7439: Other Outgo Base $10,000
Scope of Service	Dunham ES	Scope of Service	Dunham ES	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	District will continue maintaining classrooms, but will also add a new classroom and expand the office and staff rooms. Windows will be added to the office to give the office visual line-of-sight of the parking lot. Maintenance of new classrooms will be removed as an action item and will be added to the routine maintenance schedule. School will continue to implement Toolbox training in all classes and Restorative Circles in the upper grades.

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.

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.

Original GOAL 3 from prior year LCAP:	School and District will increase parent involvement in the classroom and at community events.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Dunham ES	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	District and Charter School will add monthly newsletter translated into spanish. School and district will maintain outstanding efforts to involve parents and seek/promote parent input," include: facebook page, website, weekly email updates to families, friday folder announcements, "Second Cup" town hall meeting with parents, education meetings with parents at back to school night.	Actual Annual Measurable Outcomes:	All school to home communication (both weekly and quarterly) were translated into Spanish. School maintained efforts to involve parents using a Facebook page, website, weekly email updates, Friday folder announcements, and Coffee with the Principal. Scheduling constraints prevented education meeting with parents at back to school night.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Adjust translation offerings in response to feedback from parents	Translation Services 0000: Unrestricted Base $0	All School to Home publications are now translated by the new Office Manager.	None 0000: Unrestricted Supplemental $0
Scope of Service: Dunham ES _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Dunham ES _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		School offered 4 parent education nights.	Speaker Fees (estimated) 5000-5999: Services And Other Operating Expenditures Base $500

All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		This action did not happen due to space constraints.	No Cost 0
All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As pertains to EL outreach, this goal has been accomplished, and will be removed from the 2016/17 LCAP. Parent involvement is still a very important part of "student engagement." As such, Dunham will include an action item in the 16/17 LCAP under Goal #3: Students will be proficient in the Common Core standards.		

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.

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.

Original GOAL 4 from prior year LCAP:	Students at the school and district will be proficient in the Common Core State Standards	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Dunham ES	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Student achievement on benchmark assessments will increase by at least 10% over the 14/15. School and district will maintain outstanding CELDT "Early Advanced" scores. School and district will maintain high EL Reclassification Rate, and full implementation of Common Core and ELD Standards. Al students will have sufficient textbooks in accordance with the Williams Act.	Actual Annual Measurable Outcomes:	In 2015/16 the school transitioned from Benchmark Assessments based on the '93 standards to the new SBAC Interim assessments based on the Common Core. As such, 2015/16 is a "Baseline Year," and we are unable to compare with last year. 6 out of 7 EL students scored "Early Advanced" or better. No students were eligible for reclassification. At the April Board of Trustees meeting, the board selected Houghton Mifflin as our new Language Arts program, bringing ELA into full-implementation of Common Core Standards. All students had a textbook in accordance with the Williams Act.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School will adjust after school support and intervention programs to adjust to prior year data.	After-School and Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental 1000	School added a second after-school Math support group for the lower grades (Resource Teacher) and additional "push-in" support for the Second Grade (Reading Teacher)	After School and Intervention Teachers 1000-1999: Certificated Personnel Salaries Supplemental 1000
Scope of Service	Dunham ES	Scope of Service	Dunham ES
All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient		_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
		School provided an ELL coordinator to conduct CELDT testing and provide classroom teachers with data and guidance to inform instruction	Salary (ESTIMATED) 1000-1999: Certificated Personnel Salaries Supplemental $7500
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
School will offer after-school math club	Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental $1000	School offered and ran two after-school math clubs that included both district and charter school students.	Teacher 1000-1999: Certificated Personnel Salaries Supplemental $1000
Scope of Service Dunham ES All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Dunham ES _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		there was no cost for this item	Year three of existing subscription $0
All OR: Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)		_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Intervention/Special Ed	

		School expanded role of counselor three half days, based on student needs.	Counselor Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental $14000
All OR: Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		District and School adopted an implemented Engage NY math program.	Copy/workbook costs (ESTIMATED) 4000-4999: Books And Supplies Base $5000
All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		School implemented a systematic typing program. Subscription to "Typing without Tears" purchased.	Typing without tears 0000: Unrestricted Base $591.60
All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

District and School will adopt and implement Common Core aligned math program.	Curriculum Materials 4000-4999: Books And Supplies Base $1000	District and School adopted and implemented the EngageNY program. There was no cost associated with the adoption.	Curriculum Materials 4000-4999: Books And Supplies Base $0
Scope of Service: Dunham ES X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Dunham ES X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Dunham will continue to offer after school Math support for low-income and English Learner students. Dunham will continue to use the Engage NY program and will analyze results from this year's CAASPP at a staff development day in the fall.		

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.

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.

Original GOAL 5 from prior year LCAP:	Each class in the school and district will have a highly qualified, appropriately placed teacher	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Dunham ES	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	Teacher assignment will be adjusted in accordance to enrollment needs.	Actual Annual Measurable Outcomes:	Enrollment was steady and did not necessitate any staffing changes.

<table>
<tr><td colspan="4" align="center">LCAP Year: 2015-16</td></tr>
<tr><td colspan="2" align="center">Planned Actions/Services</td><td colspan="2" align="center">Actual Actions/Services</td></tr>
<tr><td></td><td align="center">Budgeted Expenditures</td><td></td><td>Estimated Actual Annual Expenditures</td></tr>
<tr><td>Evaluate and adjust staffing according to enrollment.</td><td>Certificated Teacher Salaries 1000-1999: Certificated Personnel Salaries Base $65,619</td><td>Staffing remained at 14/15 level</td><td>Certificated Teacher Salaries 1000-1999: Certificated Personnel Salaries Base $65,619</td></tr>
<tr>
<td>Scope of Service   Dunham ES

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
<td></td>
<td>Scope of Service   Dunham ES

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td>
<td></td>
</tr>
</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Enrollment continues to be steady and no changes to staffing or teacher assignments will be necessary.

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:	$65,006

The school expects to receive $65,006 in funds in the LCAP year calculated on the basis of the number and concentration of low income, and English learner pupils. Dunham Elementary Charter School has no Foster Youth enrolled at the time of LCAP approval. The funds will be used to provide counseling services, after school math support an ELL coordinator, reading support (Grades 1 - 3) and reduced discounted day-care rates for low-income students. In this way low-income and English learners will receive added support beyond the general population in reaching the goals laid out in the LCAP.   Based on our high RFEP rate we believe this is the best way to support our EL population. Offer discounted rates on after school enrichment programs offered through the day- care after school program will give subgroup children access to after-school homework support and enrichment. Total cost of these services exceeds the $65,006 we expect to receive through supplemental grants

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.

5.03	%

Dunham Elementary school has 19 English learners, or just over 10% of the total population. The school serves 49 student who qualify for free and reduced price lunch. The "unduplicated count" for Dunham Elementary Charter is 55. The school will receive an increase of 5.03% and will increase services for EL students by employing a certificated teacher to coordinate testing and instruction and the district will offer discounted rates on after school enrichment programs offered through the day- care after school program. Discounted after-care rates will give subgroup children access to after-school homework support. The use of a certificated teacher instead of a lesser- trained classroom aid will easily exceed the 5.03% minimum to be spent on unduplicated students compared to what is offered to all students. The total cost of program exceeds the total proportional increase in supplemental funding.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017/18**	**2018-19**	**2016-17-2018-19 Total**
All Funding Sources	80,419.00	119,510.60	1,191,575.00	952,850.00	955,130.00	3,099,555.00
Base	76,919.00	95,510.60	924,825.00	949,050.00	951,235.00	2,825,110.00
Other	0.00	0.00	201,200.00	0.00	0.00	201,200.00
Supplemental	3,500.00	24,000.00	65,550.00	3,800.00	3,895.00	73,245.00
						73,245.00
						77,100.00

Total Expenditures by Object Type						
Object Type	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017/18**	**2018-19**	**2016-17-2018-19 Total**
All Expenditure Types	80,419.00	119,510.60	1,191,575.00	952,850.00	955,130.00	3,099,555.00
0000: Unrestricted	1,000.00	591.60	152,475.00	12,350.00	2,375.00	167,200.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	68,419.00	75,919.00	930,050.00	880,175.00	881,695.00	2,691,920.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	1,000.00	5,000.00	29,450.00	1,900.00	1,140.00	32,490.00
5000-5999: Services And Other Operating Expenditures	0.00	7,500.00	27,550.00	58,425.00	59,470.00	145,445.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	18,000.00	4,550.00	0.00	0.00	4,550.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	10,450.00	10,450.00
7000-7439: Other Outgo	10,000.00	12,500.00	47,500.00	0.00	0.00	47,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017/18**	**2018-19**	**2016-17-2018-19 Total**
All Expenditure Types	All Funding Sources	80,419.00	119,510.60	1,191,575.00	952,850.00	955,130.00	3,099,555.00
0000: Unrestricted	Base	0.00	591.60	1,425.00	11,400.00	1,425.00	14,250.00
0000: Unrestricted	Other	0.00	0.00	149,150.00	0.00	0.00	149,150.00
0000: Unrestricted	Supplemental	1,000.00	0.00	1,900.00	950.00	950.00	3,800.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00

Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017/18	2018-19	2016-17-2018-19 Total
Total Expenditures by Object Type and Funding Source							
1000-1999: Certificated Personnel Salaries	Base	65,919.00	65,919.00	879,700.00	879,225.00	880,745.00	2,639,670.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,500.00	10,000.00	50,350.00	950.00	950.00	52,250.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	1,000.00	5,000.00	29,450.00	1,425.00	1,140.00	32,015.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	475.00	0.00	475.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	7,500.00	14,250.00	57,000.00	57,475.00	128,725.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	13,300.00	1,425.00	1,995.00	16,720.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	4,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	4,550.00	0.00	0.00	4,550.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	14,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	0.00	10,450.00	10,450.00
7000-7439: Other Outgo	Base	10,000.00	12,500.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	0.00	0.00	47,500.00	0.00	0.00	47,500.00

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]