

Introduction:

LEA: **Stony Point Academy** Contact (Name, Title, Email, Phone Number): **Lisa Katimbang, Principal, lkatingbang@spacharter.org** LCAP Year: **2015-16**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Charter Principal held two Community/Business Partnership meetings</p> <p>Parent/student information night</p> <p>Seventh Grade Orientation</p>	<ul style="list-style-type: none"> • <i>Built community partnership with business</i> • <i>Established High School curriculum that meets the goal of Career and College ready</i> • <i>Discussed goals of the Charter along with expectations for community businesses to help prepare the students</i> • <i>Developed and reviewed the goals and mission of the Charter.</i> • <i>Discussed the 9th grade plans and expectations</i> • <i>Met with incoming students and their families to review and discuss the beliefs and goals of the</i>

<p>May 28th thru June 3rd</p> <p>Public Hearing June 3rd 12 p. m.</p> <p>LCAP adoption: June 9th 2015</p>	<p><i>students coming into seventh grade for the 2015/16 school year.</i></p> <ul style="list-style-type: none"> • <i>LCAP available for public review</i> • <i>Public Hearing</i> • <i>Board adoption after public hearing on June 3, 2015</i>
<p>Annual Update: Goals reviewed May 2015 based on meetings held throughout the year: Parent Orientation High School Preparation</p>	<p>Annual Update:</p> <ul style="list-style-type: none"> • <i>These meetings provided opportunities for parents and community members to discuss Charter's focus, student achievement and program offerings.</i>

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, 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 school 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 district wide, school wide, countywide, or charter wide.

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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in 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 school 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 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	Provide students with a rigorous and well-rounded education that includes 21 st Century Career and College readiness	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase student achievement and ensure students are career and college ready
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Goal Applies to:	Schools: High School and Middle School Sites
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Applicable Pupil Subgroups:	All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Local assessments, CASHEE, CELDT and SBAC assessments
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Common Core State Standard aligned curriculum with a focus on the “3R”s (Core Subjects of Reading, Writing and Arithmetic) and “4C”s (Creative thinking, Communication Collaboration and Creativity) <ul style="list-style-type: none"> • Purchase ELA and ALEKS through McGraw-Hill 	All sites	<u> X </u> ALL	\$1,550 Base (object 4310)
	All sites	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	All sites		
Continue to hire highly qualified teachers	All sites		\$1,720 Base (object 1300)
Provide Chromebooks and access to digital textbooks and instruction	All sites	<u> X </u> ALL	\$13,000 Base (object 4310)
	High School Site	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	

Decrease student discipline issues <ul style="list-style-type: none"> Provide addition support when needed through Napa County Office of Education counselors 	All Sites	<input checked="" type="checkbox"/> ALL	\$2,000 Base (object 1300)
Decrease students tardiness and absences <ul style="list-style-type: none"> Office Manager continuing to track tardies and report excess absences to the SARB board 	All sites	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)_____	\$1,000 (Base object 2700)

GOAL: 4	Maintain a clean and safe learning environment	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Student Safety
Goal Applies to:	Schools: High School and Middle School
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Annual evaluation of school locations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and provide clean learning environment. <ul style="list-style-type: none"> Add .375 F.T.E. classified support staff to provide custodial services 	All Sites	<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)_____	\$7,500 Base (object 2100)
Maintain culturally competent environment where		<input checked="" type="checkbox"/> ALL	\$500

<p>students learn social and emotional skills and receive additional support to increase engagement in learning.</p> <ul style="list-style-type: none">• Provide support presentation to students by SAY	All Sites		Base (object 5800)
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GOAL: 1	Provide students with a rigorous and well-rounded education that includes 21 st Century Career and College readiness	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase student achievement and ensure students are career and college ready
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Goal Applies to:	Schools: High School and Middle School Sites
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Applicable Pupil Subgroups:	All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Local assessments, CASHEE, CELDT and SBAC assessments
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Common Core State Standard aligned curriculum with a focus on the “3R”s (Core Subjects of Reading, Writing and Arithmetic) and “4C”s (Creative thinking, Communication Collaboration and Creativity) <ul style="list-style-type: none"> • Purchase ELA and ALEKS through McGraw-Hill 	All sites	<u> X </u> ALL	\$1,550 Base (object 4310)
Continue to hire highly qualified teachers	All sites	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,720 Base (object 1300)
Provide Chromebooks and access to digital textbooks and instruction	All sites	<u> X </u> ALL	\$13,000 Base (object 4310)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	

Provide course access that meets the A thru G requirements	High School Site	Subgroups:(Specify)_____	
Provide additional help to engage and support students. <ul style="list-style-type: none"> Three .375 F.T.E. Learning Assistants; one for the high school site and two for the middle school 	All Sites		\$8,400.00Base (object 4130)
Offer learning services by providing after school program, enrichment electives and summer program. <ul style="list-style-type: none"> Offer engaging electives Offer after school "Homework Club" to students in need of additional support Offer two weeks of summer school 	All Sites		\$48,000 Supplemental (object 2200)
			\$3,000 Base (object 5800)

GOAL: 2	Parents, families and community stakeholders will become more fully engaged as partners in the education of students in SPA	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Stakeholder engagement
Goal Applies to:	Schools: High School and Middle School
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase parent attendance to orientation and "informational nights" by 2%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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		service	Expenditures
Decrease student discipline issues <ul style="list-style-type: none"> Provide addition support, when needed, through Napa County Office of Education counselors 	All Sites	<input checked="" type="checkbox"/> ALL	
Decrease students tardiness and absences <ul style="list-style-type: none"> Office Manager will track tardies and report excess absences to the SARB board 	All sites	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)_____	

GOAL: 4	Maintain a clean and safe learning environment	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Student Safety
Goal Applies to:	Schools: High School and Middle School
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Annual evaluation of school locations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and provide clean learning environment. <ul style="list-style-type: none"> Add .375 F.T.E. classified support staff to provide custodial services 	All Sites	<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)_____	\$7,500 Base (object 2100)
Maintain culturally competent environment where		<input checked="" type="checkbox"/> ALL	\$500 Base

students learn social and emotional skills and receive additional support to increase engagement in learning. <ul style="list-style-type: none"> • Provide support presentation to students by SAY 	All Sites		(object 5800)
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GOAL: 1	Provide students with a rigorous and well-rounded education that includes 21 st Century Career and College readiness	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase student achievement and ensure students are career and college ready		
Goal Applies to:	Schools:	High School and Middle School Sites	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	Local assessments, CASHEE, CELDT and SBAC assessments
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Common Core State Standard aligned curriculum with a focus on the “3R”s (Core Subjects of Reading, Writing and Arithmetic) and “4C”s (Creative thinking, Communication Collaboration and Creativity) <ul style="list-style-type: none"> • Purchase ELA and ALEKS through McGraw-Hill 	All sites	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to hire highly qualified teachers	All sites		

Provide Chromebooks and access to digital textbooks and instruction	All sites	<input checked="" type="checkbox"/> ALL	\$13,000 Base (object 4310)
Provide course access that meets the A thru G requirements	High School Site	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$8,000 Base (object 4310)
Provide additional help to engage and support students <ul style="list-style-type: none"> Three .375 F.T.E. Learning Assistants; one for the high school site and two for the middle school 	All Sites		\$55,000 Supplemental (object 2200)
Offer learning services by providing after school program, enrichment electives and summer program. <ul style="list-style-type: none"> Offer engaging electives Offer after school "Homework Club" to students in need of additional support Offer two weeks of summer school 	All Sites		\$3,000 Base (object 5800)

GOAL: 2	Parents, families and community stakeholders will become more fully engaged as partners in the education of students in SPA	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Stakeholder engagement
Goal Applies to:	Schools: High School and Middle School
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	Increase parent attendance to orientation and informational nights by 2%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted
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		service	Expenditures
Provide forum for parents and students to engage in school climate. <ul style="list-style-type: none"> Hold two “information” nights for continuing SPA students and families Increase parent communication <ul style="list-style-type: none"> Offer Orientation to incoming 7th graders and their families. Use email and phone messages via school messenger to reach parents Office Manager will maintain charter website 	All sites	<u> X </u> ALL	\$1,00 Base (object 2700)
	All sites	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop a curriculum that engages the stakeholders in the community to provide students with college and career readiness <ul style="list-style-type: none"> Meet with community partners regarding curriculum and high school internships 	All sites	<u> X </u> ALL	\$3,000 Base (object 1300)
GOAL: 3 Increase student engagement			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Student Achievement		
Goal Applies to:	Schools:	High School and Middle School	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2017-18			
Expected Annual Measurable Outcomes:	Track number of Principal referrals Track absences and tardiness in AERIES		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Decease student discipline issues <ul style="list-style-type: none"> Provide addition support, when needed, through Napa County Office of Education counselors 	All Sites	<u> X </u> ALL	\$2,000 Base (object 1300)
Decrease students tardiness and absences <ul style="list-style-type: none"> Office Manager will track tardies and report excess absences to the SARB board 	All sites	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 Base (object 2700)

GOAL: 4	Maintain a clean and safe learning environment	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Student Safety
Goal Applies to:	Schools: High School and Middle School
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	Annual evaluation of school locations
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain facilities and provide clean learning environment. <ul style="list-style-type: none"> Add .375 F.T.E. classified support staff to provide custodial services 	All Sites	<u> X </u> ALL	\$7,500 Base (object 2100)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain culturally competent environment where students learn social and emotional skills and	All Sites	<u> X </u> ALL	\$500 Base (object 5800)

<p>receive additional support to increase engagement in learning.</p> <ul style="list-style-type: none"> • Provide support presentation to students by SAY 			
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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 from prior year LCAP:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Middle School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	CAHSEE+, CELDT and SBAC	Actual Annual Measurable Outcomes:	CELDT and SBAC
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>To be a well-educated person of the 21st Century, Stony Point Academy students must master the “3R”s (Core Subjects of Writing and Arithmetic)</p> <p>To be a well-educated person of the 21st Century, one needs to have mastered the “4C”s (Creative thinking, communication, Collaboration and Creativity), as well as develop career/life skills and have competence with information, media, and technology skills.</p> <p>Parent need to feel involved in their student’s</p>		<p>Curriculum was aligned with the Common Core State Standards, as well as development of multiple channels, pathways and models assisting students in completing the standards-aligned content.</p> <p>Chromebooks were purchased to ensure every students has access to their digital textbooks.</p> <p>Teachers have access to students Chromebook to review and discuss students’ progress in any given assignment.</p> <p>Parents and students attended 7th grade</p>	<p>\$3,000 Base (object 4310)</p>

<p>education</p> <ul style="list-style-type: none"> • Increase parent involvement through communication <p>Students will have access to additional enrichment courses and electives</p> <ul style="list-style-type: none"> • Increased course access 		<p>Orientation. Two informational nights were held for 2015/16 ninth grade parents.</p> <p>Electives such as AVID, leadership, photography, sewing, yearbook, chess and music were offered to all students.</p>	<p>\$100 Base (object 4390)</p> <p>\$8,000 Base (object 1100)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Charter was able to purchase curriculum that aligned the “3R”s and “4C”s however since 2015-16 will be the first year of actual test scores for the Charter we are waiting on test scores.</p> <p>The Charter increased community outreach by establishing an advisory committee of local</p>		

businesses to partner with which will align the high school curriculum to the career and college readiness. The advisory committee provides an opportunity to establish what skills businesses are looking for from our students once they are done with high school.

Students had course access through the wide variety of electives offered this year. Parent communication was successful with School Messenger and staff followed up with parents regarding important information. The Charter was disappointed to have the Parent Teacher Association end due to lack of members and hopes they will reconvene in the future.

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:	\$43,040
The total increase in funding for low income, foster youth and English Learner pupils is \$43,040. The funds provide specific targeted services to address the specific needs of these subgroups that are beyond the funding for the base program for all students. The Charter’s Unduplicated Percentage is 88%.	

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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.

21.63	%	The Minimum Proportionality Percentage (MPP) for the 2015-16 school year was calculated using the v16.1e FCMAT Calculator as 21.63%.
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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).