

Introduction:

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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
<ol style="list-style-type: none"> 1. An LCAP team was established to review the LCAP which consisted of: teachers, parents, board members and the administration. Board voted on approval of LCAP at meeting on 6/8/16. 2. A parent survey was conducted on-line and hard-copy to give all parents the opportunity to weigh in relevant to channels for parent involvement and student academic achievement. 3. In addition to the stakeholder groups referenced above, our ELAC group was given the presentation of the different LCAP sections and feedback was elicited. Our Latino population is a significant sub-group population at our school. (Presented at March 2016 meeting) 4. All stakeholder groups referenced above were given the written sections of the LCAP, including data regarding academic progress and budget, as they were presented and on which feedback was elicited. 5. For future annual updates, the surveys will be distributed again to all parents/stakeholders as will presentations to our primary stakeholder groups reporting on student achievement and outcomes. 	<ol style="list-style-type: none"> 1. The LCAP was reviewed at monthly board meetings, feedback elicited and amendments made when and where appropriate. This team is/was also consulted for input as how best to implement the plan and the process for assessing the plan's effectiveness. 2. Survey response rate was small (less than 4%) 3. Feedback was noted and brought forth to the LCAP team for review. 4. Stakeholder groups were given the opportunity to give input as the LCAP was being developed and when revisions could easily be made. Input from parents of unduplicated pupils was responded to. The LCAP team reviewed and considered this input in the crafting of the goals. 5. Provide data needed to make decisions around possible revisions/updates to the LCAP

<p>Annual Update: There were no changes to stakeholder engagement since last year. No changes were made to the budget since board approval. The public will be made aware of the LCAP presentation at the Charter Council meeting in order to receive feedback from the larger school community.</p>	<p>Annual Update: With more opportunities for stakeholder input, the priorities of next year's goals may change. With more of the school community informed about and invested in the LCAP goals, student outcomes will be positively impacted as our school is better able to understand and meet the needs of students</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

GOAL 1:	To develop an articulated, Common Core-aligned reading curriculum for grades K-8	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Since teachers in our Waldorf-inspired school stay with their classes year to year, we need a way to ensure that the same content is being taught with the same expectations for students year after year with every group of students.	
Goal Applies to:	Schools: Woodland Star Charter School Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	1. Continued growth in student reading fluency and comprehension measures as measured by school-created benchmark assessments to give us student achievement data related to reading. 2. Have 80% of students reading at grade level or above by the end of 4 th grade. 3. Maintenance of student reading proficiency throughout middle school years. Both outcomes to be measured periodically, depending on the reading level of the student, by: *Core Phonics Survey * Reading fluency measures * Reading comprehension measures * Grade level reading benchmark assessments	
Actions/Services	Scope of Service	Budgeted Expenditures
A. Continued development of articulated reading	<input checked="" type="checkbox"/> ALL	\$3000

<p>curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.</p>		<p>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)_____</p>	<p>teacher stipends</p>
<p>B. Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	<p>\$300 from the general fund</p>
<p>C. C. Increase professional development for teachers related to reading instruction and implementation of the Common Core Standards for ELA and the ELD standards to take place during weekly faculty meetings and inservice days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.</p>		<p>OR: <input checked="" type="checkbox"/> ALL <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)_____</p>	<p>\$1,000 from the general fund</p>
<p>D. Work as a school community to create a culture of reading enjoyment at all levels. Continue afterschool Book Clubs for grades 3-5 and 6-8. Start parent/ staff Book Clubs to meet monthly. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level. Media Free Week Campaign to encourage parents to read with their children rather than watching movies and television.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	<p>Work to be performed by volunteers and administration.</p>
<p>E. Implementation of Common Core aligned benchmark reading assessments for grades 3-8 (see Goal 4).</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>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)_____</p>	<p>See Goal 4.</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1. Continued growth in student reading fluency and comprehension measures as measured by school-created benchmark assessments to give us student achievement data related to reading.
 2. Have 90% of students reading at grade level or above by the end of 4th grade.
 3. Maintenance of student reading proficiency throughout middle school years.
- Both outcomes to be measured periodically, depending on the reading level of the student, by:
- *Core Phonics Survey
 - Reading fluency measures
 - * Reading comprehension measures
 - * Grade level reading benchmark assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.</p>	<p>School-wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Work to be done by administrators and teachers as part of their contracts: \$0</p>
<p>B. Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.</p>	<p>School-wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$300 from the general fund</p>
<p>C. Increase professional development for teachers related to reading instruction and implementation of the Common Core Standards for ELA and the ELD standards to take place during weekly faculty meetings and inservice days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.</p>	<p>School-wide</p>	<p><u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,000 from the general fund</p>

<p>D. Work as a school community to create a culture of reading enjoyment at all levels. Continue afterschool Book Clubs for grades 3-5 and 6-8. Start parent/ staff Book Clubs to meet monthly. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level. Media Free Week Campaign to encourage parents to read with their children rather than watching movies and television.</p>	<p>School-wide</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Work to be performed by volunteers and administration: \$0</p>
<p>E. Develop early intervention programs for struggling students</p>	<p>School-wide</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$40,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Continued growth in student reading fluency and comprehension measures as measured by school-created benchmark assessments to give us student achievement data related to reading. 2. Have 100% of students reading at grade level or above by the end of 4th grade. 3. Maintenance of student reading proficiency throughout middle school years. Both outcomes to be measured periodically, depending on the reading level of the student, by: *Core Phonics Survey Reading fluency measures * Reading comprehension measures * Grade level reading benchmark assessments</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.</p>	<p>School-wide</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Work to be done by administrators and teachers as part of their contracts: \$0</p>

<p>B. purchase of resources, integration and review of material for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.</p>	<p>School-wide</p>	<p><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)_____</p>	<p>\$300 from the general fund</p>
<p>C. Increase professional development for teachers related to reading instruction and implementation of the Common Core Standards for ELA and the ELD standards to take place during weekly faculty meetings and inservice days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.</p>	<p>School-wide</p>	<p><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)_____</p>	<p>\$1,000 from the general fund</p>
<p>D. Work as a school community to create a culture of reading enjoyment at all levels. Continue afterschool Book Clubs for grades 3-5 and 6-8. Start parent/ staff Book Clubs to meet monthly. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level. Media Free Week Campaign to encourage parents to read with their children rather than watching movies and television.</p>	<p>School-wide</p>	<p><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)_____</p>	<p>Work to be performed by volunteers and administration: \$0</p>
<p>E. Deepen early intervention programs for struggling students</p>	<p>School-wide</p>	<p><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)_____</p>	<p>\$40,000</p>

GOAL 2:	To increase English Learner achievement and motivation in all academic areas.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need : There is an achievement gap existing between the majority of English Learners and the mainstream students beginning in kindergarten which grows more pronounced as students enter first grade.

Goal Applies to: Schools: Woodland Star Charter School
 Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- *Increase student achievement on reading, writing and math benchmark assessments.
- *Increase number of students attaining annual CELDT growth.
- *Reclassification of all EL students by middle school.
- *Increase EL students receiving more targeted intervention and extended learning time as part of their school day.
- *Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a lending library with books in Spanish and English for parents to take home and read with their children. Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists.	School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$300 grant from Latino parent group to supplement books we already have
Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards. Also dispel stereotypes about academic potential of EL students and encourage creativity in engaging Latino parents.	School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000 from general fund. PD carried out by EL Coordinator/ administrator as part of their contract: \$1200

			from the general fund.
Provide parent empowerment, advocacy and family literacy programs through ELAC group "Padres Unidos" and broaden the representation of EL parents in school decision-making. Spanish translation of all school communications.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Carried out by EL Coordinator/ administrator as part of contract: \$1,000 from the general fund. Translator: \$3,000
Ensure EL students have full access to rigorous academic content in all core content areas and enrichment courses. Also, provide ongoing monitoring of academic progress, attendance, etc. of reclassified students.		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Carried out by EL Coordinator/ administrator as part of contract and volunteers: \$2,000 from the general fund

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> *Increase student achievement on reading, writing and math benchmark assessments. *Increase number of students attaining annual CELDT growth. *Reclassification of all EL students by middle school. *Increase EL students receiving more targeted intervention and extended learning time as part of their school day. *Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Free aftercare for English Learners to extend their school day		<input type="checkbox"/> ALL
			Budgeted Expenditures

<p>from 12:30 to 2:30. Provide after-school support i.e. homework club, book club for grades students.</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8500 from general fund</p>
<p>Provide a lending library with books in Spanish and English for parents to take home and read with their children. Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists.</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 from general fund and grant sources</p>
<p>Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards. Also dispel stereotypes about academic potential of EL students and encourage creativity in engaging Latino parents</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,500 from general fund. PD carried out by EL Coordinator/ administrator as part of their contract: \$1200 from the general fund.</p>
<p>Provide parent empowerment, advocacy and family literacy programs through ELAC group “Padres Unidos” and broaden the representation of EL parents in school decision-making. Spanish translation of all school communications</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Carried out by EL Coordinator/ administrator as part of contract: \$1,000 from the general fund. Translator: \$3,500</p>

<p>Ensure EL students have full access to rigorous academic content in all core content areas and enrichment courses. Also, provide ongoing monitoring of academic progress, attendance, etc. of reclassified students.</p>		<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_Low Income pupils <input checked="" 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>Carried out by EL Coordinator/ administrator as part of contract and volunteers: \$2,500 from the general fund</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> *Increase student achievement on reading, writing and math benchmark assessments. *Increase number of students attaining annual CELDT growth. *Reclassification of all EL students by middle school. *Increase EL students receiving more targeted intervention and extended learning time as part of their school day. *Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Free aftercare for English Learners to extend their school day from 12:30 to 2:30. Provide after-school support i.e. homework club, book club for grades students.</p>	<p>School-wide</p>	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_Low Income pupils <input checked="" 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>\$8500</p>
<p>Provide a lending library with books in Spanish and English for parents to take home and read with their children. Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists.</p>	<p>School wide</p>	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_Low Income pupils <input checked="" 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>\$800</p>
<p>Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards. Also dispel</p>	<p>School wide</p>	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p>	<p>\$3,000 from general fund. PD carried out by EL</p>

<p>stereotypes about academic potential of EL students and encourage creativity in engaging Latino parents</p>		<p><u> </u> Other Subgroups: (Specify) _____</p>	<p>Coordinator/ administrator as part of their contract: \$1200 from the general fund.</p>
<p>Provide parent empowerment, advocacy and family literacy programs through ELAC group “Padres Unidos” and broaden the representation of EL parents in school decision-making. Spanish translation of all school communications</p>	<p>School wide</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>Carried out by EL Coordinator/ administrator as part of contract: \$1,000 from the general fund. Translator: \$4,000</p>
<p>Ensure EL students have full access to rigorous academic content in all core content areas and enrichment courses. Also, provide ongoing monitoring of academic progress, attendance, etc. of reclassified students.</p>	<p>School wide</p>	<p><u> </u> ALL OR: <u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>Carried out by EL Coordinator/ administrator as part of contract and volunteers: \$3,000 from the general fund</p>

GOAL 3:	Technology Goal for Common Core Readiness. Supply students and staff with instructional technology to successfully implement the Common Core state standards and SBAC and to educate students regarding media literacy and media interface skills.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need : Ongoing need to train teachers in media literacy and keyboarding curriculum as well as preparing students to take the SBAC.

Goal Applies to: Schools: Woodland Star Charter School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:
 *Teachers will be supplied with laptop computers for their professional use.
 *WSCS will maintain enough laptop computers to be shared between middle school classes.
 *Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain operable computers for student and teacher use.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 for upkeep of computers from the general fund
Continue offering keyboarding and media literacy classes to middle school students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$350 (keyboarding), \$600 (media literacy), cost of teacher salary \$1,500
		<input 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)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	*Teachers will be supplied with laptop computers for their professional use. *WSCS will maintain enough laptop computers to be shared between middle school classes. *Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain operable computers for student and teacher use.	School wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$3,000 for upkeep and purchase of new computers
Continue offering keyboarding and media literacy classes to middle school students.	School wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$350 (keyboarding), \$800 (media literacy), cost of teacher salary \$2,000
Purchase of on line remedial programs and adaptive technology to support students needing intervention level academic support and to prepare them for SBAC.	School wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$500 for on line intervention program. \$500 for assistive technology

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	*Teachers will be supplied with laptop computers for their professional use. *WSCS will maintain enough laptop computers to be shared between middle school classes. *Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Maintain operable computers for student and teacher use.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$4,000 for upkeep and purchase of new computers
Continue offering keyboarding and media literacy classes to middle school students.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$350 (keyboarding), \$800 (media literacy), cost of teacher salary \$2,000
Purchase of on line remedial programs and adaptive technology to support students needing intervention level academic support and to prepare them for SBAC.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$1000 for on line intervention program. \$500 for assistive technology

GOAL 4:	To develop a comprehensive, CCSS aligned/ Waldorf-aligned, benchmark assessment system across all grade levels 1-8 in mathematics and English language arts.	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need : As a Waldorf-inspired charter school, WSCS needs a system of assessments that measure what students know according to our re-aligned timeline of the CCSS.

Goal Applies to: Schools: Woodland Star Charter School
 Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- *Creation of CCSS aligned student writing benchmark assessments (math and reading assessments completed in 2015-16)
- *Student benchmark schedule and protocols will be developed
- *Benchmark assessments will be piloted during 2015-16 school year
- *Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Subset of Common Core Committee will develop writing benchmarks for grades 3-8 to be given at each trimester	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stipend for participating teachers
By October of 2015, the Common Core Committee will establish a calendar for giving the benchmark assessments as well as protocols for testing and scoring results.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0
School administration will hire a learning strategist/intervention coordinator who will oversee and analyze benchmark assessments; report scores to teachers	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$25,000 salary for learning strategist. \$7310 for

and administration and begin intervention services for students in need of further academic support.

Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

student assessment system

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- *Creation of CCSS aligned student writing benchmark assessments (math and reading assessments completed in 2015-16)
- *Student benchmark schedule and protocols will be developed
- *Benchmark assessments will be finalized during the 2017-18 school year
- *Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Benchmark assessment system will be updated based on teacher feedback and testing instruments finalized..	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Part of teacher/admin contracts \$0
School administration will hire a learning strategist/intervention coordinator who will oversee and analyze benchmark assessments; report scores to teachers and administration and begin intervention services for students in need of further academic support.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$25,000 salary for learning strategist. \$7310 for student assessment system
		<input 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) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- *Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services
- *Professional development plan for all teachers regarding differentiation of lessons will be developed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Learning strategist/intervention coordinator will oversee and analyze benchmark assessments; report scores to teachers and administration and begin intervention services for students in need of further academic support.</p>	<p>School - wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>\$27,000 salary for learning strategist. \$7500 for student assessment system</p>
<p>Professional development plan geared to support teacher's around how to differentiate lessons for a range of learning abilities will be created and implemented.</p>	<p>School – wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>\$750 for PD speakers brought in and/or off site trainings</p>
		<p><input type="checkbox"/> ALL</p> <hr/> <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>	

GOAL 5:	To articulate a comprehensive, professional development plan for teachers regarding how to incorporate CCSS and ELD standards into the Waldorf curriculum, the needs of English Learners, appropriate and effective interventions for struggling students in addition to curative education practices.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need : WSCS teachers receive Waldorf training each summer in preparation for the coming school year, but there is still a need for development around how to incorporate the demands of the Common Core standards into the Waldorf curriculum in a thorough and systematic manner

Goal Applies to: Schools: Woodland Star Charter School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: *WSCS will create and implement a professional development calendar for the school year that will include the topic to be covered, the presenter and the date of each training.
 *Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase as measured by the WSCS benchmark assessments and other assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No Cost
School administration will use data from the needs assessment as well as other evaluations to establish a calendar of professional development activities for the school year. Calendar to be established by September 2016 and will be implemented throughout the school year.		<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)_____	Cost will vary depending on presenters who are contracted from outside the school. Estimate: \$3,000
In June 2016, administration will conduct a teacher survey to		<input checked="" type="checkbox"/> ALL	No Cost

review the professional development trainings carried out during the school year and elicit suggestions for further development in the future.

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

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

*WSCS will create and implement a professional development calendar for the school year that will include the topic to be covered, the presenter and the date of each training.
 *Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase as measured by the WSCS benchmark assessments and other assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
School administration will use data from the needs assessment as well as other evaluations to establish a calendar of professional development activities for the school year. Calendar to be established by September 2017 and will be implemented throughout the school year.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost will vary depending on presenters who are contracted from outside the school. Estimate: \$3,000
In June 2018, administration will conduct a teacher survey to review the professional development trainings carried out during the school year and elicit suggestions for further development in the future.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

*WSCS will create and implement a professional development calendar for the school year that will include the topic to be covered, the presenter and the date of each training.
 *Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase as measured by the WSCS benchmark assessments and other assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
School administration will use data from the needs assessment as well as other evaluations to establish a calendar of professional development activities for the school year. Calendar to be established by September 2018 and will be implemented throughout the school year.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Cost will vary depending on presenters who are contracted from outside the school. Estimate: \$3,000
In June 2019, administration will conduct a teacher survey to review the professional development trainings carried out during the school year and elicit suggestions for further development in the future.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No Cost

Section 3: Updates to 2015-16 LCAP goals

Original GOAL from prior year LCAP:	Goal 1: To develop an articulated, Common core-aligned reading curriculum for grades K-8.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: Woodland Star Charter School Applicable Pupil Subgroups: All		
Expected Annual	1. Growth in student reading fluency and comprehension measures as measured by school-	Actual Annual	1. Benchmark assessment system was piloted this year and is need of fine tuning. Data measured

Measurable Outcomes:	created benchmark assessments. 2. Maintenance of student reading proficiency throughout middle school years. Both outcomes to be measured at each trimester reporting period, depending on the reading level of the student, by: *Core Phonics Survey * Reading fluency measures * Reading comprehension measures * Grade level reading benchmark assessment	Measurable Outcomes:	may not be representative of student achievement. Teacher hired to lead this project left at the beginning of the school year which compromised the pilot. Education Director will lead this project in 2016-17 school year. 2. Middle school students scored very well in benchmark assessment ELA tests. Maintenance of reading proficiency was measured by reading comprehension and fluency tests as well as student interest in reading.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>A. Continued development of articulated reading curriculum to match CCSS/ ELD Standards and Waldorf timeline, including curricular pacing and standards to be taught each trimester.</p> <p>B. Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.</p> <p>C. Implementation of CCSS aligned benchmark reading assessment program, grades 3-8. Reviewed in goal 4.</p> <p>D. Increase professional development for Teachers related to reading instruction and implementation of the Common Core</p>	<p>\$0 – goal A \$300 – goal B \$1000 – goal D \$0 – goal E</p>	<p>A. Draft scope and sequence for K-8 reading curriculum which is Waldorf-aligned and CC aligned was developed. In the next school year it will be fine tuned and integrated with the ELD standards. Teachers will be stipended for this work at \$1K per year per teacher.</p> <p>B. Purchased 4 Core Reading instructional books</p> <p>C. Benchmark assessment system progress reviewed in goal 4.</p> <p>D. Spelling PD brought to faculty meetings. Meeting with reading mentor/master teacher throughout the year who brought reading trainings to the faculty. ELD teacher attended SCOE ELD leadership conferences and brought strategies and resources back to faculty meetings.</p>	<p>\$0 – goal A</p> <p>\$ 288 – goal B \$892.50 – goal D \$1557.33 – goal E spent on purchase of books for class libraries</p>

<p>Standards for ELA and the ELD standards to take place during weekly faculty meetings and inservice days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.</p> <p>E. Work as a school community to create a culture of reading enjoyment at all levels. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level.</p>		<p>E. Classroom libraries supplemented with free and purchased books. Partnered with local library and received over 300 books for classroom libraries at no cost to the school. Class teachers created visual ways for students to track reading I.e. book walls, book trees, etc. To keep love of reading alive.</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: <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) _____</p>		<p>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) _____</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>Work will continue on the development of the articulated reading curriculum and Education Director will be assisted in this work by a committee of teachers. Focus for 2016-17 will be on integration of the ELD standards with the reading curriculum.</p>		

Original GOAL from prior year LCAP:	Goal 2: To increase English Learner achievement and motivation in all academic areas	Related State and/or Local Priorities: 1X 2_X 3_X 4_X 5_X 6_X 7_ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Woodland Star Charter School	Applicable Pupil Subgroups: English Language Learners
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Expected Annual Measurable Outcomes:	<p>Increase student achievement on reading, writing and math benchmark assessments.</p> <ul style="list-style-type: none"> *Increase number of students attaining annual CELDT growth. *Reclassification of all EL students by middle school. *Increase EL students receiving more targeted intervention and extended learning time as part of their school day. *Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level 	Actual Annual Measurable Outcomes:	<p>*Students in ELD program have all made an increase of at least one CELDT level. This represents an increase over prior year.</p> <p>*several 5th grade students entering 6th will remain in the ELD program. Most 6th graders entering 7th grade were reclassified. Work will continue on this goal.</p> <p>*EL students received significantly more intervention time this year with both their class teachers and our intervention teaching team. This role will be expanded in the 2016-17 school year.</p> <p>*PD efforts continued with staff/faculty to enhance cross cultural understanding and alignment. Celebration of new Latino cultural events I.e. the Day of the Child was held for the first time on our campus and was paired with a school-wide book faire to emphasize reading.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Ensure that all students have access to a healthy	\$3,000 – goal A	A. Pre-care program from 7-8:05 am which may include breakfast was offered all school year.	\$3192.50 – goal A.

<p>breakfast before school.</p> <p>B. Free aftercare for English Learners to extend their school day from 12:30 to 2:30. Provide after-school support i.e. homework club, book club for grades students</p> <p>C. Provide a lending library with books in Spanish and English for parents to take home and read with their children.</p> <p>Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists</p> <p>D. Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards.</p> <p>E. Provide parent empowerment, advocacy and family literacy programs through ELAC group “Padres Unidos” and broaden the representation of EL parents in school decision-making. Spanish translation of all school communications.</p> <p>F. Provide Spanish language instruction to all classes as a part of the school day to honor the home language and culture of the majority of EL students in the school.</p>	<p>\$8,500 – goal B.</p> <p>\$300 – goal C</p> <p>\$3300 – goal D</p> <p>\$4000 – goal E</p> <p>\$50000 – goal F</p>	<p>Costs was subsidized and/or free for families in need. This program will continue.</p> <p>B. Free aftercare continues to be offered to families in need. Afterschool tutoring and homework club continue to be offered at no cost for families in need.</p> <p>C. Books were purchased for Latino lending library and acquired via local library partnership.</p> <p>D. PD re ELD instructional strategies provided throughout the year. Focus of updating reading standards in 2016-17 will include alignment of ELD standards.</p> <p>E. Padres Unidos is an active, functioning group with representation on our governing board. Translator services increased significantly over the course of the school year.</p> <p>F. Spanish classes continue in grades K-8 with increasing emphasis on cultural education, assimilation of the Latino culture into the school culture and providing a voice for Latino parents in the school leadership body.</p>	<p>\$8,250 – goal B.</p> <p>\$290.11 - goal C</p> <p>\$1780 goal D</p> <p>\$5901.18 - goal E</p> <p>\$71,063.98 - goal F</p>
<p>Scope of Service: <u>ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" 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: <u>ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" 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>	

Original GOAL from prior year LCAP:	Goal 3: Technology Goal for Common Core Readiness. Supply students and staff with instructional technology to successfully implement the Common Core state standards and SBAC and to educate students regarding media literacy and media interface skills.	Related State and/or Local Priorities: 1__X 2__X 3__ 4__X 5__X 6__X 7__ 8__X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Woodland Star Charter School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Teachers will be supplied with laptop computers for their professional use. *WSCS will maintain enough laptop computers to be shared between middle school classes. *Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments	Actual Annual Measurable Outcomes:	Laptops were purchased for all teachers and additional laptops for student use. *middle school students used laptops for media literacy and keyboarding classes as well as for SBAC. Benchmark assessments were given as paper/pencil tests.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Maintain operable computers for student and teacher use B. Continue offering keyboarding and media literacy classes to middle school students.	\$1,000 – goal A \$1850- goal B	A. New computers were purchased and/or repaired to keep them operable. B. Classes offered and successful. Media literacy & keyboarding programs will expanded in the 2016-17 school year.	\$1682.10 - goal A \$1390 – goal B

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Hire new teacher for media literacy to deepen curricular experience for students. Bring keyboarding to 5 th graders as well as 6-8 th grades.
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Original GOAL from prior year LCAP:	Goal 4: To develop a comprehensive, CCSS aligned/Waldorf-aligned, benchmark assessment system across all grade levels 1-8 in mathematics and English language arts.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Woodland Star Charter School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> *Creation of CCSS aligned student writing benchmark assessments (math and reading assessments completed in 2014-15) *Student benchmark schedule and protocols will be developed *Benchmark assessments will be piloted during 2015-16 school year *Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> *Benchmark assessments in writing were completed and assessments in Reading, Writing and math were piloted in the 2015-16 school year. *Benchmark schedule and protocols were developed and implemented. *Pilot program launched though the teacher hired to lead the project left the school in the second week of school year thus the pilot was implemented in a less comprehensive manner than expected. *student achievement data was recorded, analyzed and evaluated by teachers and admin staff. Students falling below benchmark goals were referred to SST/intervention supports.
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LCAP Year: 2016-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. Subset of Common Core Committee will develop writing benchmarks for grades 3-8 to be given at each trimester. B. By October of 2015, the Common Core Committee will establish a calendar for giving the benchmark	A. \$1000 B. \$0 C. \$500 D. 7310	A. Goal accomplished B. Calendar and protocols established and implemented. C. Testing coordinator was hired and then left at the beginning of the school year. Education Director and office staff managed the pilot	A. \$0 teacher work was done as part of their contract hours.

<p>assessments as well as protocols for testing and scoring results.</p> <p>C. School administration will hire a testing coordinator who will copy and distribute benchmark assessments; collect and score assessments; and report scores to teachers and administration.</p> <p>D. Throughout the year administration will analyze testing data and teacher feedback to fine-tune benchmark assessment procedures for future years.</p>		<p>program but full implementation did not occur this year. Pilot and fine tuning of instruments will continue into the 2016-17 school year.</p> <p>D. See above.</p>	<p>B. \$0 C. \$400 D. \$6255.30</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: <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)_____</p>		<p>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)_____</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>Full implementation will occur in the 2016-17 school year as well as finalizing of assessment instrument. Education Director will lead the project assisted by intervention program staff.</p>		

Original GOAL from prior year LCAP:	Goal 5: To articulate a comprehensive, professional development plan for teachers Regarding how to incorporate CCSS and ELD standards into the Waldorf curriculum, the needs of English Learners, appropriate and effective interventions for struggling students in addition to curative education practices.	Related State and/or Local Priorities: 1__X 2__X 3__ 4__X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Woodland Star Charter School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>*WSCS will create and implement a professional development calendar for the school year that will include the topic to be covered, the presenter and the date of each training.</p> <p>*Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase as measured by the WSCS benchmark assessments and other assessments.</p>	Actual Annual Measurable Outcomes:	<p>*PD offerings continued throughout the school year and were focused on student achievement, ELD instructional strategies and therapeutic movement. A calendar was developed for Parent Education though not staff PD. This goal will be carried over into the next school year.</p> <p>*PD target areas will directly relate to student achievement which will be measurable by the fully piloted benchmark assessment system in the 2016-17 school year.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>A. School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development.</p> <p>B. School administration will use data from the needs assessment as well as other evaluations to establish a calendar of professional development activities for the</p>	<p>Goal A - \$0 Goal B - \$3000 Goal C - \$0</p>	<p>A. In the course of teacher evaluations needs were identified, goals were set and resources needed were identified. PD offerings were set up around this process.</p> <p>B. The calendar was developed throughout the year and time allocated at bi-weekly faculty meetings to engage in needed PD. This will be</p>	<p>Goal A - \$0 Goal B- \$4371.39 Goal C - \$0</p>

<p>school year. Calendar to be established by September 2015 and will be implemented throughout the school year.</p> <p>C. June 2016, administration will conduct a teacher survey to review the professional development trainings carried out during the school year and elicit suggestions for further development in the future</p>		<p>formalized in the coming school year.</p> <p>C. Teacher end of the year meeting allowed time to review efficacy of PD offerings. Information learned here as well as at August teacher meetings will go forward into developing the 2016-17 PD offerings.</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><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>PD offerings will be more formalized at the beginning of the school year and will focus on enhancing student achievement and teacher efficacy. Data as to program efficacy will also be tracked.</p>		

Woodland Star LCAP, 2015-16 Update

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>107314.39</u>

- 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.

<u>0</u>	<u>%</u>
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