

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Mueller Charter School used multiple means to involve community stakeholders in developing and supporting the implementation of the LCAP.</p> <p>Two Parent Councils (one representing Mueller Charter School and one representing Bayfront Charter High School) will be formed each academic year and hold their first meeting in September. Each Parent Council will meet once each month and will maintain and publish minutes through the Charter Board.</p> <p>Two Leadership Councils (one representing Mueller Charter School and one representing Bayfront Charter High School) will be formed during the first week of each academic year. Each Leadership Council will represent the interests of all students, parents and staff in making the best decisions to achieve the goals of the Charter. Each Leadership Council will meet twice each month and will maintain and publish minutes through the Charter Board.</p> <p>An Instructional Leadership Team (ILT) will be formed each academic year. The ILT will be made up of members who are knowledgeable about how children learn and possess demonstrable expertise in at least one curriculum area. The ILT will meet twice each month and will maintain and publish minutes through the Charter Board.</p>	<p>The Parent Council from each site will monitor and review implementation of the charter petition, generating ideas for improved services within the eight state priorities. They will monitor the progress toward achievement of charter goals and work to improve communication between home and school. Each Parent Council will consist of parents who are willing to advocate on behalf of all parents, children, and community members to achieve the goals of our charter.</p> <p>The Leadership Council from each site will generate ideas for improved services within the eight state priorities. They will work to improve policies, systems, procedures for the overall operations of the school, forming and monitoring ad hoc committees, task forces, hiring panels, etc. as needed. Each Leadership Council will work to improve overall communication within the school and beyond.</p> <p>The ILT will establish teacher leadership opportunities in the pursuit of the academic achievement goals articulated in this charter petition, generating ideas for improved services within the eight state priorities. ILT will determine best practices in instructional methodology and ensure school-wide implementation of those practices through training and staff development, using essential curricula, standards, and big ideas and to ensure that, once adopted, they are addressed in every classroom. ILT</p>

Involvement Process	Impact on LCAP
<p>Bayfront Charter High School Student Council will be formed during the first weeks of each academic year and will meet twice each month, and will consist of at least five students from each grade level served at the school. They will represent the interests of all students in improving functions of the school and will maintain and publish minutes through the Charter Board.</p> <p>Bayfront Charter High School Community Council will be formed during the first weeks of each academic year. The BCHS Community Council will consist of at least five parents, school partners, and representatives of the Charter Alliance Schools and will represent the interests of all parents and partners in improving operations of the school. The Community Council will meet monthly and will maintain and publish minutes through the Charter Board.</p>	<p>will conduct ongoing research for purposes of continuous improvement as an organization, analyzing trends in school data from a variety of sources to identify strengths and opportunities for program improvement. They will collaborate with other educators on a local, county, state and national level for purposes of sharing and modeling best practices, determining essential curricula, standards, and big ideas assuring that, once adopted, they are addressed in every classroom.</p> <p>The Student Council will work to improve policies, systems, procedures for the overall operations of the school. They will monitor and improve school climate and culture, representing student perspectives on ad hoc committees, task forces, hiring panels, etc. as needed. The Student Council will improve overall communication between school staff and students, generating ideas for improved services within the eight state priorities.</p> <p>The Community Council will insure all students are participating in meaningful activities that build pathways toward college and careers. They will improve overall communication between school staff, parents and community partners, insuring that the school programs and learning opportunities reflect broad community interests. The Community Council will include Charter Alliance representatives in opportunities to shape the high school program and direction and will assist in creating wide network of support for BCHS. They will assist the school in providing students at BCHS with rich, community-based learning experiences, especially through field studies, mentorships, work study, internships, and service projects and will serve, as needed, on panels for student exhibitions, performances or projects.</p>

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: To provide and maintain basic services for students</p> <p>Metrics: Standards aligned instructional materials</p>	By the year 2017, provide all students access to instructional materials aligned to CCSS.	All	Mueller Bayfront	Review annually	Review and begin selection process of SBE approved materials and resources for CCSS ELA, CCSS Math, Next Generation Science	Review and begin selection process of SBE approved materials and resources for CCSS ELA, CCSS Math, Next Generation Science	Review and begin selection process of SBE approved materials and resources for CCSS ELA, CCSS Math, Next Generation Science Standards,	Conditions of Learning (1) Basic Services (2) Implementation of State Standards

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					Standards, and ELD Standards.	Standards, and ELD Standards.	and ELD Standards.	
	By the year 2017, all teachers will implement effective instructional practices supporting CCSS.	All	Mueller Bayfront	Review annually	Professional Development with a CCSS focus will be provided to all teachers, emphasizing strategies for the needs of all subgroups.	Professional Development with a CCSS focus will be provided to all teachers, emphasizing strategies for the needs of all subgroups.	Professional Development with a CCSS focus will be provided to all teachers, emphasizing strategies for the needs of all subgroups.	Conditions of Learning (1) Basic Services (2) Implementation of State Standards
	By 2017 100% of teachers will acquire the knowledge needed to improve their ELD teaching skills by staying current with research based instructional practices	EL's	Mueller Bayfront	Review annually	Professional Development in the area of ELD will be provided to all teachers.	Professional Development in the area of ELD will be provided to all teachers.	Professional Development in the area of ELD will be provided to all teachers.	Conditions of Learning (1) Basic Services (2) Implementation of State Standards

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	through professional development, training sessions, and attending conferences.							
	By the year 2017, a comprehensive educational program for all students encompassing all curriculum areas (i.e. ELA/ELD, Math, Science, Social Science, Visual and Performing Arts, PE, Health, and Technology) will be provided.	All	Mueller Bayfront					Conditions of Learning (1) Basic Services (2) Implementation of State Standards
	Continue to improve the	All	Mueller	Annual review of	Complete all drills and	Complete all drills and	Complete all drills and	Conditions of Learning

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	emergency management and response process.		Bayfront	emergency response drills.	emergency preparedness activities.	emergency preparedness activities.	emergency preparedness activities.	(1) Basic Services
Need: To close the achievement gap for all underperforming student groups and assure that all students are achieving.	By 2017 90% of all students K-8 will score Proficient or above in math and reading on the local measure used by MCS.	All	Mueller Bayfront	Mueller local measure assessment data results.				Pupil Outcomes (1) Student Achievement (2) Other Student Outcomes
	By 2017 90% of EL students will make annual progress in language acquisition growth.	English Learners	Mueller	California English Language Development Test	Percentage of EL's making annual progress will increase 15%-20% in grades K-8.	Percentage of EL's making annual progress will increase 15%-20% in grades K-8.	Percentage of EL's making annual progress will increase 15%-20% in grades K-8.	Pupil Outcomes (1) Student Achievement (2) Other Student Outcomes
	By 2017 90% of EL students who remain at MCS will be	English Learners	Mueller	California English Language Development	Percentage of EL's reclassified English	Percentage of EL's reclassified English	Percentage of EL's reclassified English	Pupil Outcomes (1) Student Achievement (2) Other Student

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	reclassified within 5 years.			Test	proficient will increase 15%-20% in grades 3-8.	proficient will increase 15%-20% in grades 3-8.	proficient will increase 15%-20% in grades 3-8.	Outcomes
	By 2017 there will significant improvement in 100% of EL math performance.	EL's	Mueller Bayfront	Mueller local measure assessment data results.	The percentage of EL's who are at or above the proficient level in math will increase by at least 10% each year.	The percentage of EL's who are at or above the proficient level in math will increase by at least 10% each year.	The percentage of EL's who are at or above the proficient level in math will increase by at least 10% each year.	Pupil Outcomes (1) Student Achievement (2) Other Student Outcomes
	By 2017 there will significant improvement in 100% of EL ELA performance.	EL's	Mueller Bayfront	Mueller local measure assessment data results.	The percentage of EL's who are at or above the proficient level in ELA will increase by at least 10% each year.	The percentage of EL's who are at or above the proficient level in ELA will increase by at least 10% each year.	The percentage of EL's who are at or above the proficient level in ELA will increase by at least 10% each year.	Pupil Outcomes (3) Student Achievement (4) Other Student Outcomes

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Need: To achieve or maintain school attendance rates that support student learning and decrease chronic absenteeism.	By 2017 less than 10 students will appear on the CVESD critical attendance list for excessive absences.	All	Mueller Bayfront	CVESD critical attendance report	Use SART process to reduce the number of students on the critical attendance list by 4.	Use SART process to reduce the number of students on the critical attendance list by 3.	Use SART process to reduce the number of students on the critical attendance list by 3.	Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate
Need: MCS will increase parent participation in decision-making, school governance, and school improvement opportunities.	By 2017 90% of MCS parents will participate in home visits and quarterly parent conferences	All	Mueller	MCS Home Visit data log				Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate
	90% of MCS parents will read, discuss, understand, and sign "Agreements" listed in Parent	All	Mueller	MCS data log				Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate

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	Compact							
	90% of MCS parents will participate in volunteer activities, which include field trip, special event, at school.	All	Mueller	MCS parent participation/volunteer hour log				Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate
	By 2017 ensure all student learning is engaging, relevant, motivating, and personalized; integrating critical thinking, collaboration, communication, creativity, and the use of technology.	All	Mueller Bayfront	Curriculum audit/walkthrough data				Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate
	By 2017 expand student and	All	Mueller	Counseling Center	Decrease the number of	Decrease the number of	Decrease the number of	Engagement (1) Parental

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	family access to services that support social, emotional, and physical wellness.		Bayfront	referral data. Review annual suspension data.	suspensions by 5.	suspensions by 4.	suspensions by 3.	Involvement (2) Student Engagement (3) School Climate
Need: To monitor and support Foster Youth middle and high school attainment. Metrics: Individual Culmination plan, Individual Graduation Plan, and Academic Assessments	By the year 2017, all Foster Youth will have a comprehensive academic assessment and each middle or high school student will have an annual Individual Culmination or Graduation Plan, as appropriate.	Foster Youth	Bayfront	Individual Culmination Plans, Graduation Plans, and review of academic assessment data.	65%	85%	100%	Student Achievement (1) Student engagement
Need: To increase number of students who successfully	By the year 2017 90% of all students in a 4-year Cohort will	All	Bayfront	Individual Culmination Plans, Graduation	70%	80%	90%	Student Achievement (1) Student Engagement

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<p>enter and complete high school and graduate both college and career ready.</p> <p>Metrics: 4-year Cohort Graduation Rate, A-G Completion Rates, Alternate Curriculum Rate (Certification of Completion), AP Achievement, SAT/ACT Test-taking Rates (Note: Students attending BCHS will be ending their junior year during LCAP Year 3, LEA will collect data for students who are on-track</p>	<p>be on track for graduation, meeting A-G Completion Rates, or meet Alternate Curriculum Rate (Certification of Completion), and AP Achievement, SAT/ACT Test-taking Rates</p>			<p>Plans, and review of academic assessment data.</p>				

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towards the metrics mentioned above)								

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
By the year 2017 provide all students access to instructional materials aligned to CCSS.	Conditions of Learning (1) Basic Services (2) Implementation of State Standards	Purchase CCSS-aligned materials and resources.	LEA-wide		Purchase CCSS Math & ELA SBE \$25,000	Purchase CCSS Math & ELA SBE \$25,000	Purchase CCSS Math & ELA SBE \$25,000
By the year 2017 all teachers will implement effective instructional practices supporting CCSS.	Conditions of Learning (1) Basic Services (2) Implementation of State Standards	Provide professional development for staff in CCSS-aligned curriculum and instruction.	LEA-wide	Ongoing	Instructional coaches and lead teachers attend trainings and bring back professional development. \$10,000	Instructional coaches and lead teachers attend trainings and bring back professional development. \$10,000	Instructional coaches and lead teachers attend trainings and bring back professional development. \$10,000
By 2017 100% of teachers will acquire the knowledge needed to improve their ELD teaching skills by staying	Conditions of Learning (1) Basic Services (2) Implementation of State Standards	Provide professional development in English language development instruction.	Mueller	Ongoing	Instructional coaches and lead teachers attend trainings and bring back professional development. \$10,000	Instructional coaches and lead teachers attend trainings and bring back professional development.	Instructional coaches and lead teachers attend trainings and bring back professional development.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
current with research based instructional practices through professional development, training sessions, and attending conferences.						\$10,000	\$10,000
By the year 2017 a comprehensive educational program for all students encompassing all curriculum areas (i.e. ELA/ELD, Math, Science, Social Science, Visual and Performing Arts, PE, Health, and Technology) will be provided.	Conditions of Learning (1) Basic Services (2) Implementation of State Standards	Provide systematic ELD instruction. Provide instruction in the visual and performing arts	Mueller LEA-wide		Hire Visual and Performing Arts teacher: \$84,000 Hire collaboration teachers to provide Science and VAPA to students K-8:	Hire Visual and Performing Arts teacher: \$84,000 Hire collaboration teachers to provide	Hire Visual and Performing Arts teacher: \$84,000 Hire collaboration teachers to provide

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$143,750	Science and VAPA to students K-8: \$143,750	Science and VAPA to students K-8: \$143,750
Continue to improve the emergency management and response process.	Conditions of Learning (1) Basic Services (2) Implementation of State Standards	Regularly update and improve emergency preparedness plan and safe schools plan. Inventory and replenish resources on site for emergency situations.		Annually, each August	Purchase items to replenish disaster resource supplies: \$1500	Purchase items to replenish disaster resource supplies: \$1500	Purchase items to replenish disaster resource supplies: \$1500
By 2017 90% of all students K-8 will score Proficient or above in math and reading on the local	Pupil Outcomes (1) Student Achievement (2) Other Student Outcomes	Provide ongoing training to staff in the area of differentiating instruction.	LEA-wide	Ongoing	Incorporate strategies for differentiating instruction into professional development sessions	Incorporate strategies for differentiating instruction into professional development	Incorporate strategies for differentiating instruction into professional development

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
measure used by MCS.		Provide extended school day instruction for EL's, Foster Youth, and low income students Provide extended school year instruction for EL's, Foster Youth, and low income students	LEA-wide LEA-wide		provided to teachers.	sessions provided to teachers.	sessions provided to teachers.
By 2017 less than 10 students will appear on the CVESD critical attendance list for excessive absences.	Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate	Teachers meet with 100% parents to review the parent compact, including the attendance agreement.	LEA-wide	Ongoing			
By 2017 90% of MCS parents will participate in home visits and quarterly	Engagement (1) Parental Involvement (2) Student Engagement	Teachers schedule and visit 100% of their students' homes during	LEA-wide	Annually, each August	Minimum days: \$35,000	Minimum days: \$35,000	Minimum days: \$35,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
parent conferences	(3) School Climate	the designated week for Home Visits.					
90% of MCS parents will read, discuss, understand, and sign "Agreements" listed in Parent Compact	Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate	Teachers meet with 100% parents to review the parent compact, including the attendance agreement.	LEA-wide	Ongoing			
90% of MCS parents will participate in volunteer activities, which include field trip, special event, at school.	Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate	Provide opportunities for parents to work with their children in building early reading and math skills. Communicate with parents in a timely manner of reading and math nights being provided. Provide parent workshops/	Mueller LEA-wide LEA-wide	Quarterly review of volunteer hours log Ongoing			

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		training sessions in English and Spanish throughout the school year.					
By 2017 ensure all student learning is engaging, relevant, motivating, and personalized; integrating critical thinking, collaboration, communication, creativity, and the use of technology.	Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate	Proessional development/trainings for teachers around 21st Century teaching strategies. Purchase up-to-date reading materials for classrooms and library.	LEA-wide LEA-wide	Ongoing	Staff will attend trainings, workshops, and conferences: \$5,000	Staff will attend trainings, workshops, and conferences: \$5,000	Staff will attend trainings, workshops, and conferences: \$5,000
By 2017 expand student and family access to services that support social, emotional, and physical wellness.	Engagement (1) Parental Involvement (2) Student Engagement (3) School Climate	Resiliency Monitoring System for all students to support academic, behavioral, and social/emotional needs.	LEA-wide	Ongoing	Implementation/Refinement	Refinement	Refinement

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Counseling services	Mueller	Data on students served will be monitored	Hire a second counselor @ \$61,000 Counseling Interns from SDSU to support services	Second counselor @ \$61,000 Counseling Interns from SDSU to support services	Second counselor @ \$61,000 Counseling Interns from SDSU to support services
By the year 2017 90% of all students in a 4-year Cohort will be on track for graduation, meeting A-G Completion Rates, or meet Alternate Curriculum Rate (Certification of Completion), and AP Achievement, SAT/ACT Test-	Student Achievement (Share of students college and career ready), Student Engagement (High School Graduation Rates), Course Access (A-G Requirements)	Counseling Services	Individual Culmination Plans, Graduation Plans, and review of academic assessment data.	Ongoing	High school counselor: \$10,000	High school counselor: \$10,000	High school counselor: \$10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
taking Rates							

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
By 2017 90% of EL students will make annual progress in language acquisition growth.	Pupil Outcomes (1) Student Achievement (2) Other Student Outcomes	Provide systematic ELD instruction.	Mueller	Annual review of need.	Purchase materials: \$2500	Purchase materials: \$2500	Purchase materials: \$2500
By 2017 90% of EL students who remain at MCS will be reclassified within 5 years.	Pupil Outcomes (1) Student Achievement (2) Other Student Outcomes	Provide systematic ELD instruction. 100% teachers trained in giving CELDT assessment.	Mueller LEA-wide				
By 2017 there will significant improvement in 100% of EL math performance.	Pupil Outcomes (1) Student Achievement (2) Other Student Outcomes	Provide training to staff in using intervention materials to support EL's Purchase CCSS-aligned math materials.	Mueller LEA-wide	Ongoing	Purchase materials: \$2500	Purchase materials: \$2500	Purchase materials: \$2500

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		<p>Ensure EL's, foster youth, and low-income students access to extended school-day and extended year programs.</p> <p>Provide parenting workshops offering strategies for working with children at home.</p>	<p>LEA-wide</p> <p>LEA-wide</p>	Twice each school year	Intersession expense: \$180,000	Intersession expense: \$180,000	Intersession expense: \$180,000
By 2017 there will be significant improvement in 100% of EL ELA performance.	<p>Pupil Outcomes</p> <p>(1) Student Achievement</p> <p>(2) Other Student Outcomes</p>	<p>Provide training to staff in using intervention materials to support EL's</p> <p>Purchase CCSS-aligned ELA materials.</p> <p>Ensure EL's, foster youth, and low-income students</p>	<p>Mueller</p> <p>LEA-wide</p> <p>LEA-wide</p>	Ongoing	Training expenses: \$2500	Training expenses: \$2500	Training expenses: \$2500

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		<p>access to extended school-day and extended year programs.</p> <p>Provide parenting workshops offering strategies for building early literacy skills.</p>	Mueller				
By the year 2017 all Foster Youth will have a comprehensive academic assessment and each middle or high school student will have an annual Individual Culmination or Graduation Plan, as	Student Achievement (1) Student engagement	Bayfront	Individual Culmination Plans, Graduation Plans, and review of academic assessment data.	Annual review	High school Counselor: \$10,000	High school Counselor: \$10,000	High school Counselor: \$10,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
appropriate.							

- C. Describe the LEA's increase in 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 district wide, school wide, 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

As a result of Mueller Charter School's 91.63% unduplicated count for Low Income, Foster Youth, and English Learners, we are receiving supplemental and concentration grant funds for the 2015-16 school year. The total allocation of supplemental and concentration grant funds for the 2015-16 school year is \$1,417,005. These funds will be utilized LEA-wide to increase or improve services for all students with attention being given to students who are underperforming, many of whom are students from Low Income, Foster Youth, and English Learners. Mueller Charter School will offer a variety of programs and supports specifically for English learners, low-income students and foster youth. These include: Systematic ELD instruction, positive behavior support, and counseling for mental health support. Mueller Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling, a full time Visual and Performing Arts Resource Teacher, part-time collaboration teachers providing VAPA instruction, and instructional consultants to assist in providing professional development for implementing the CCSS.

- D. 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). 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). 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.

Mueller Charter School will provide increased or improved services for Low Income pupils, Foster Youth, and English Learners through the LCAP. The increased services are at least equal to the 15.13% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base funding with the total LCFF budget, which includes supplemental and concentration allocations. Qualitative analysis of the increase and improvement of services will be reviewed every year as evidenced by

improved student outcomes on achievement assessments, surveys, etc.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.