

§ 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.

Involvement Process	Impact on LCAP
<p>THE MISSION</p> <ul style="list-style-type: none"> Inspire students to learn and grow to their potential and become responsible contributing community members. Assist parents in the education of their students. Provide the community with a valid educational alternative. Equip rural high school students with two kinds of literacy necessary in the 21st century; the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. The Glacier High School Charter will enable students to become literate, self-motivated, lifelong learners by providing student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community. <p>THE VISION</p> <p>The vision of Glacier is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, parent leadership, personalized student learning, and high academic standards for all students.</p> <ul style="list-style-type: none"> The LCAP writing team included 4 staff who represented teachers and administrators from both Mountain Home and Glacier and also from Oakhurst and Kingsburg. The parent survey was sent out school wide Two focus group meetings were scheduled reviewing the LCAP process and goals. This focus group included parents and staff from both Mountain Home School and Glacier. It also included representation from our Oakhurst site and our Kingsburg site. One dedicated Western Sierra Charter Schools Board meeting for LCAP 	

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.

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
	Description of Goal	Applicable Pupil Subgroup(s) (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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
<p>Needs: State testing, aligning academic program to CCSS, improving student academic performance</p> <p>Metrics used: Edperformance, PLP meetings, on-site instructional classes, & state testing data</p>	<p>Goal 1. Align and refine student academic assessment program to identify student deficiencies in order to improve instructional delivery.</p>	All Pupils	Glacier High School		Improved instruction. Additional instruction. Engaging instruction. Additional intervention/support.	Improved instruction. Additional instruction. Engaging instruction. Additional intervention/support.	Improved instruction. Additional instruction. Engaging instruction. Additional intervention/support.	1,2,3,4,7
	<p>Goal 2. Implement the Common Core Standards in Mathematics</p>	All Pupils	Glacier High School		Improved instruction. Additional instruction. Engaging instruction. Additional intervention/support.	Improved instruction. Additional instruction. Engaging instruction. Additional intervention/support.	Improved instruction. Additional instruction. Engaging instruction. Additional intervention/support.	1,2,3,4,5,7

<p>Need: Due to our context as an independent study school, there is a need to provide our students with the opportunity for responsible engagement in the community and to build skills necessary to a successful life. Metric: Students will participate in leadership opportunities.</p>	<p>Goal 3. Create and implement student leadership training programs and opportunities.</p>	<p>All Pupils</p>	<p>Glacier High School</p>		<p>40% participation</p>	<p>50% Participation</p>	<p>60% Participation</p>	<p>1,2,3,4,5,6,7</p>
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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.

- 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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 1. Align and refine student academic assessment program to identify student deficiencies in order to improve instructional delivery.	1,2,3,4,7	1. Dialogues about student performance are scheduled regularly and given consistent priority by school site staff with parent participation monthly in the PLP meeting	GHS		Ongoing * This entire goal is about staff time. \$385,669 Base salary fund	Ongoing * This entire goal is about staff time. \$389,525 Base salary fund	Ongoing * This entire goal is about staff time. \$393,421 Base salary fund
		2. The collection of student assessment data from Edperformance is reviewed 3 times each school year: October, Jan/Feb, and June	GHS		Oct. 2014 review data Jan/Feb 2015 review midyear growth data June 2015 review data	Oct. 2015 review data Jan/Feb 2016 review midyear growth data June 2016 review data	Oct. 2016 review data Jan/Feb 2017 review midyear growth data June 2017 review data
		3. The collection of student assessment data from State Testing is reviewed once each school year at the beginning of the year.	GHS			August 2015 review data	August 2016 review data

		4. Identify & address the needs of pupils who demonstrate deficiencies in CCSS, & all other CA academic standards based on Edperformance, State testing data and Charter Teacher & parent recommendations	GHS		Oct. 2014 review data Jan/Feb 2015 review midyear growth data June 2015 review data	Oct. 2015 review data Jan/Feb 2016 review midyear growth data June 2016 review data	Oct. 2016 review data Jan/Feb 2017 review midyear growth data June 2017 review data
		5. Students and parents will have access to newly adopted CCSS aligned curriculum as it becomes available (see goal 2, action 1)	GHS		2014-15 Math Textbook Adoption \$56,320 Budget for Supplies	2015-16 ELA adoption (if available) \$57,446 Budget for Supplies	2016-17 Science adoption (if available) \$58,595 Budget for Supplies
		6. Students will receive academic resources, embedded in Edperformance, and supports and interventions as needed, aligned to CCSS, including on-site classes & tutoring	GHS		Ongoing	Ongoing	Ongoing
		7. Provide professional development for staff to develop greater expertise in interpreting and using assessment data	GHS		Ongoing \$19,563 Budget for pro. dev. and consulting	Ongoing \$19,954 Budget for pro. dev. and consulting	Ongoing \$20,353 Budget for pro. dev. and consulting

Goal 2. Implement the Common Core Standards in Mathematics	1, 2	1. Research publishers and evaluate state adopted curriculum. (see goal 1, action 5)	GHS		2014-15 Math Textbook Adoption \$56,320 Budget for Supplies		
	2, 3, 4, 5, 6, 7	2. Compile, collect and evaluate parent math survey focus group feedback	GHS		Fall 2014		
	2, 3, 4, 5, 6, 7	3. Develop and apply strategies to implement CC based parent survey and focus group input	GHS		Ongoing	Ongoing	
	1, 2, 3, 4, 5, 7	4. Develop math paths for differentiated instruction based on test performance data.	GHS		Ongoing	Ongoing	Ongoing
	1, 2, 3, 4, 5, 7	5. Research, compile and implement supplemental resources and technology to support CC implementation.	GHS		Ongoing \$56,320 Budget for Supplies	Ongoing \$57,446 Budget for Supplies	Ongoing \$58,595 Budget for Supplies
	1, 2	6. Provide ongoing staff development and articulation to support CC implementation.	GHS		Ongoing \$19,563 Budget for pro. dev. and consulting	Ongoing \$19,954 Budget for pro. dev. and consulting	Ongoing \$20,353 Budget for pro. dev. and consulting
Goal 3. Create and implement student leadership training programs and opportunities	1-7	1. Evaluate and refine current class offering and student opportunities for Public Speaking Skills, Current Events and Critical Thinking, Community Service, School Spirit, Resume Writing & Interviewing	GHS		Sep 2014 June 2015	Sep 2015 June 2016	Sep 2016 June 2017

	1-7	2. Develop and implement a student tracking system to show percentage of students involved in a leadership opportunity.	GHS		Feb 2015	Implement: Aug 2015 Review: May 2016	
	1-7	3. Implement a school wide Leadership project	GHS		Observe other schools' projects and discuss findings.	Create a student template for project to be implemented following year.	Implement: Aug 2016 Leadership project Evaluate: May 2017
		4. Develop community business and service connections for the purpose of creating mentorship opportunities	GHS		Ongoing	Ongoing	Ongoing

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

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
		For low income pupils:					
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					

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 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 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.)

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.

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.