

**Introduction:**

Mattole Valley Charter School (MVCS) is a dependent charter of the Mattole Unified School District. MVCS is an independent study, non-classroom based charter school that serves approximately 700 students in four rural, northern California counties. MVCS offers choice in education to the TK through 12th grade students served. MVCS serves students seeking a non-traditional educational setting, students and families desiring a more flexible school schedule, students who are more successful in small learning environments, and students who have been identified as having special educational needs. MVCS offers a combination of parent involved independent study and learning center based instruction with a credentialed teacher overseeing the individual educational plan. Students are educated through individualized learning programs, cooperative classes, learning centers, supplementary learning projects, co-enrollment in community colleges and local universities, and distance learning via current technology. MVCS is governed by a charter council and has no bargaining units.

**LEA:** Mattole Valley Charter (#159)

**Contact:** Shari Lovett, Assistant Superintendent, slovett@mattolevalley.org, (707)445-2660

**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
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<p>The LCAP was discussed and input was gathered at the following meetings, with the following attendees:</p> <p>9/10/15 - MUSD Board of Trustees</p> <p>1/8/16 - Admin PLC: 8 staff members</p> <p>1/19/16 - Creekside Learning Center: 16 parents</p> <p>1/29/16 - Charter Council: 14 staff, 1 community member</p> <p>2816 - North Coast Learning Center: 6 parents, 2 staff</p> <p>2/10/16 - Lost Coast Learning Center: 12 participants: 5 parents, 1 student, 6 staff</p> <p>2/25/16 - North Coast Learning Center: 15 students</p> <p>3/16/16 - Campus House Learning Center: 11 participants: 5 parents, 4 students, 2 staff</p> <p>3/30/16 - Diamond View Learning Center: 20 participants: 20 parents</p> <p>5/6/16 - Charter Council: 10 staff were present</p> <p>5/12/16 - MUSD Board meeting: 5 board members were present</p> <p>An online LCAP survey was posted on our website: 21 respondents: 9 parents and 12 students.</p>	<p>After reviewing the annual update, it was determined that instructional aides work with all students and not just those in the unduplicated count. As MVCS has an unduplicated count over 55%, supplemental/concentration money will continue to be used to employ instructional aides.</p> <p>Supplemental/concentration funds were used for fuel for homeless and foster youth students, in addition to expenditures for bus tickets. In the future, the plan will be written to include all transportation costs for the unduplicated count.</p> <p>Due to the difficulty in reporting on data that is not available at the time the draft LCAP is written, MVCS has determined that data available on or before April 1st will be reported on the LCAP. Data available after this time will be reported on the following Annual Update.</p> <p>Overall, stakeholder feedback indicated that more emphasis should be placed on increased academic rigor and continued support services. Because of this, MVCS will continue to implement AVID on a school-wide level, introducing the AVID elementary level in the 2016-2017 school year. PBIS will be expanded to additional learning centers and continued training for those already implementing it. This will be included in the 2016-2017 LCAP.</p>
<p><b>Annual Update:</b></p> <p>The Annual Update was reviewed and discussed and input was gathered at the same LCAP meetings from above.</p>	<p><b>Annual Update:</b></p> <p>The impact on the Annual Update is the same as the impact on the LCAP for next year.</p>

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

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of

education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed

expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

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

<b>GOAL:</b>	1. Improve student performance outcomes in the core academic areas.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local: N/A
<b>Identified Need:</b>	<p>In 2014-2015, the AP Exam participation rate was .8%.</p> <p>In 2014-2015, the AP Exam passing rate of 3 or higher was increased by 100%.</p> <p>In 2014-2015, the number of students scoring as college prepared on the EAP was 0%.</p> <p>In 2014-2015, a baseline for CAASPP results for all students was established.</p> <p><b>All: English/Language Arts:</b> 12% Exceeded Standards, 28% Met Standards, 25% Nearly Met Standards, 32% Not Met</p>	



Standards **Math:** 9% Exceeded Standards, 17% Met Standards, 28% Nearly Met Standards, 43% Not Met Standards

A baseline for CAASPP results for Native American and Hispanic students was established.

**Native American students: English/Language Arts** 0% Exceeded Standards, 6% Met Standards, 50% Nearly Met Standards, 44% Not Met Standards% **Math** 0% Exceeded Standards, 13% Met Standards, 13% Nearly Met Standards, 75% Not Met Standards

**Hispanic students: English/Language Arts:** 11% Exceeded Standards, 22% Met Standards, 20% Nearly Met Standards, 41% Not Met Standards **Math:** 4% Exceeded Standards, 15% Met Standards, 22% Nearly Met Standards, 52% Not Met Standards

Due to the passage of SB172, the CAHSEE was suspended for the 2015-2016 school year.

In 2014-2015, the participation rate for the PSAT was 9.8% for 10th graders and 8.4% for 11th graders.

In 2015-2016, the participation rate for the PSAT was 16% for 10th graders and 34% for 11th graders.

In 2014-2015, the ACT participation rate was 0%.

In 2014-2015, the SAT participation rate for 11th and 12th graders was 2.7%. \*Note: This data was determined internally. CDE's Dataquest does not yet have 2014-2015 SAT data available. This will be reported next year.

A baseline weighted API of 748 was established using a three year average.

In 2014-2015, the number of students completing A-G requirements was 4.

In 2014-2015, no students completed a CTE pathway.

In 2014-2015, the number of EL students classified as fluent-English-proficient was .4%.

In 2014-2015, the number of students redesignated as fluent-English-proficient was 16.7%.

In 2015-2016, 2 students completed the Seal of Biliteracy.

In 2014-2015, 31 students were concurrently enrolled in 39 different courses at a community college or university.

**Goal Applies to:**

**Schools:**

All

Grades: All

**Applicable Pupil Subgroups:**

All

## LCAP Year 1

**Expected Annual  
Measurable  
Outcomes:**
**Metric**

AP Exam participation rates

AP Exam scores of 3 or higher

EAP College Preparedness rates

CAASPP results

PSAT, SAT and ACT participation rates

Academic Performance Index (API)

A-G completion rates

Fluent-English-proficient classification rate

Fluent-English-proficient redesignation rate

Number of students receiving the Seal of Biliteracy

Number of students concurrently renrolled in a community college or university

**Outcome**

Increase AP Exam participation rate by .5%

Maintain AP Exam passing rate of 3 or higher

Increase college preparedness on EAP

Increase CAASPP scores in Exceeded Standards and Met Standards in English/Language Arts and Math for all students by 3%

Increase CAASPP scores in Exceeded Standards and Met Standards in English/Language Arts and Math for students in subgroups of Native American and Hispanic by 3%

Increase participation of SAT and PSAT by 1%

Increase ACT participation

Increase in API score by 1%

	<p>Increase in number of students completing A-G requirements by 1 student</p> <p>Increase the number of EL students classified as fluent-English-proficient by .5%</p> <p>Increase the number of students redesignated as fluent-English-proficient by .5%</p> <p>Maintain the number of students receiving the Seal of Biliteracy</p> <p>Increase the number of students concurrently enrolled in a community college or university by 1%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers	LEA-wide Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	\$1,449,163 - Base - 1100 & 3000
Purchase CCSS aligned curriculum as it becomes available	LEA-wide Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	\$20,000 – Sup/Con -4110

Provide professional development for teachers in core academic areas, including CCSS and AVID	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$35,000 – Base/Educator Effectiveness Funds -5210 & 6264
Administer CAASPP, CAHSEE, EAP, SAT, PSAT and ACT	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers
Employ school counselors for academic, career, college and social/emotional counseling	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$77,697 – Sup/Con – 2000 & 3000
Employ instructional aides to support core academic areas	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$215,134 – Sup/Con – 2100 & 3000



<p>Employ highly qualified teachers with EL certification to work with EL population.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$494,915 – Sup/Con – 1100 &amp; 3000</p>
<p>Offer all information in variety of languages and allow for opportunity for EL parents to give feedback about EL programs</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$50 - Sup/Con - 5804</p>
<p>Administer CELDT test in contiguous counties</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500 – Sup/Con - 5201</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b>                   AP Exam participation rates                   AP Exam scores of 3 or higher                   EAP College Preparedness rates                   CAASPP results</p>
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PSAT, SAT and ACT participation rates

Academic Performance Index (API)

A-G completion rates

Fluent-English-proficient classification rate

Fluent-English-proficient redesignation rate

Number of students receiving the Seal of Biliteracy

Number of students concurrently enrolled in a community college or university

**Outcomes**

Increase AP Exam participation rate by .5%

Maintain AP Exam passing rate of 3 or higher

Increase college preparedness on EAP by 2%

Increase in CAASPP scores in Exceeded Standard and Met Standard in English/Language Arts and Math for all students by 1%

Increase CAASPP scores in Exceeded Standard and Met Standard in English/Language Arts and Math for students in subgroups of Native American and Hispanic by 1%

Increase participation rate of SAT and PSAT by 1%

Increase ACT participation rate by 1%

Increase in API score by 1%

Increase in number of students completing A-G requirements by 1 student

Increase the number of EL students classified as fluent-English-proficient by .5%

Increase the number of students redesignated as fluent-English-proficient by .5%

Maintain the number of students receiving the Seal of Biliteracy

Increase the number of students concurrently enrolled in a community college or university by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,499,301 – Base – 1100 & 3000
Purchase CCSS aligned curriculum as it becomes available	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000 – Sup/Con -4110
Provide professional development for teachers in core academic areas, including CCSS and AVID.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$35,000 – Base/Educator Effectiveness Funds -5210 & 6264



Administer CAASPP, CAHSEE, EAP, SAT, PSAT and AC	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers
Employ school counselors to provide academic, college and career and social/emotional counseling	LEA-wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	\$77,697 – Sup/Con – 1200 & 3000
Employ instructional aides to support core academic areas	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$215,134 - Sup/Con – 2100 & 3000
Provide backpacks, school and home supplies for students in the unduplicated count	LEA-wide Grades: All	_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	\$50,000 – Sup/Con – 4310

Provide bus tickets and mileage reimbursement for transportation for students	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$2,500 – Sup/Con - 4364 & 5261
Provide internet services for students without access	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$2,500 - Sup/Con - 5922
Provide laptops for students to access educational opportunities	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$12,500 – Sup/Con - 4445
Employ highly qualified teachers with EL certification to work with the EL population.	LEA-wide Grades: All	<input type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$494,915 – Sup/Con – 1100 & 3000

<p>Offer all information in variety of languages and allow for opportunity for EL parents to give feedback about EL programs</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$50 - Sup/Con - 5804</p>
<p>Administer the CELDT test in contiguous counties</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500 – Sup/Con - 5201</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metric</b></p> <ul style="list-style-type: none"> <li>AP Exam participation rates</li> <li>AP Exam scores of 3 or higher</li> <li>EAP College Preparedness rates</li> <li>CAASPP results</li> <li>PSAT, SAT and ACT participation rates</li> <li>Academic Performance Index (API)</li> <li>A-G completion rates</li> <li>Fluent-English-proficient classification rate</li> <li>Fluent-English-proficient redesignation rate</li> <li>Number of students receiving the Seal of Biliteracy</li> </ul>
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Number of students concurrently enrolled in a community college or university

**Outcomes**

Increase AP Exam participation rate by .5%

Maintain AP Exam passing rate of 3 or higher

Increase college preparedness on EAP by 2%

Increase in CAASPP scores in Exceeded Standards and Met Standards in English/Language Arts and Math for all students by 1%

Increase CAASPP scores in Exceeded Standards and Met Standards in English/Language Arts and Math for students in subgroups of Native American and Hispanic by 1%

Increase SAT and PSAT participation by 1%

Increase ACT participation by 1%

Increase in API score by 1%

Increase in number of students completing A-G requirements by 5 students

Increase the number of EL students classified as fluent-English-proficient by .5%

Increase the number of students redesignated fluent-English-proficient by .5%

Maintain the number of students receiving the Seal of Biliteracy

Increase the number of students concurrently enrolled in a community college or university by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Employ highly qualified teachers	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,279,674 – Base – 1100 & 3000
Purchase CCSS aligned curriculum as it becomes available	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000 – Base -4110
Provide professional development for teachers in core academic areas, including CCSS and AVID.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$35,000 - Base - 5210
Administer CAASPP, CAHSEE, EAP, SAT, PSAT and AC	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers

Employ school counselors	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$77,697 – Sup/Con – 1200 & 3000
Employ instructional aides to support core academic areas	LEA-wide Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$215,134 - Sup/Con – 2100 & 3000
Provide backpacks, school and home supplies for students in the unduplicated count	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$50,000 - Base - 4310
Provide bus tickets and mileage reimbursement for transportation for students	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$2,500 - Sup/Con - 4363 & 5261

Provide internet services for students without access	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$2,500 - Sup/Con - 5922
Provide laptops for students to access educational opportunities	LEA-wide Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	\$12,500 - Sup/Con - 4445
Employ highly qualified teachers with EL certification to work with the EL population.	LEA-wide Grades: All	<input type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$494,915 – Sup/Con – 1100 & 3000
Offer all information in variety of languages and allow for opportunity for EL parents to give feedback about EL programs	LEA-wide Grades: All	<input type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$50 - Sup/Con - 5804

<p>Administer the CELDT test in contiguous counties</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500 - Sup/Con - 5201</p>
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<b>GOAL:</b>	2. Ensure that all Mattole Valley Charter School students have ready access and ample opportunity to learn in environments that reflect 21st century learning.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local: N/A
<b>Identified Need:</b>	<p>In 2014-2015, the AP Exam participation rate was .8%.</p> <p>In 2014-2015, the AP Exam passing rate of 3 or higher was increased by 100%.</p> <p>In 2014-2015, the number of students scoring as college prepared on the EAP was 0%.</p> <p>A baseline for CAASPP results for all students was established.</p> <p><b>All: English/Language Arts:</b> 12% Exceeded Standards, 28% Met Standards, 25% Nearly Met Standards, 32% Not Met Standards <b>Math:</b> 9% Exceeded Standards, 17% Met Standards, 28% Nearly Met Standards, 43% Not Met Standards</p> <p>In 2014-2015, a baseline for CAASPP results for Native American and Hispanic students was established.</p> <p><b>Native American students: English/Language Arts</b> 0% Exceeded Standards, 6% Met Standards, 50% Nearly Met Standards, 44% Not Met Standards% <b>Math</b> 0% Exceeded Standards, 13% Met Standards, 13% Nearly Met Standards, 75% Not Met Standards%</p> <p><b>Hispanic students: English/Language Arts:</b> 11% Exceeded Standards, 22% Met Standards, 20% Nearly Met Standards, 41% Not Met Standards <b>Math:</b> 4% Exceeded Standards, 15% Met Standards, 22% Nearly Met Standards, 52% Not Met Standards</p> <p>Due to the passage of SB172, the CAHSEE was suspended for the 2015-2016 school year.</p> <p>In 2014-2015, the participation rate for the PSAT was 9.8% for 10th graders and 8.4% for 11th graders.</p> <p>In 2015-2016, the participation rate for the PSAT was 16% for 10th graders and 34% for 11th graders.</p> <p>In 2014-2015, the ACT participation rate was 0%.</p> <p>In 2014-2015, the SAT participation rate for 11th and 12th graders was 2.7%. *Note: This data was determined internally. CDE's Dataquest does not yet have 2014-2015 SAT data available. This will be reported next year.</p> <p>In 2014-2015, the number of students completing A-G requirements was 4.</p> <p>In 2015-2016, student access and enrollment in all required areas of study is 100%.</p> <p>In 2014-2015, the number of teachers who were misassigned was 3.</p>	

	<p>In 2015-2016, the number of teachers who were misassigned was 0.</p> <p>Student access to standards-aligned instructional materials is 100%.</p> <p>Implementation of CCSS is 100% complete for math.</p> <p>Condition of all facilities is good.</p>	
<b>Goal Applies to:</b>	<b>Schools:</b>	All
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric</u></b></p> <p>AP Exam participation rates</p> <p>AP Exam scores of 3 or higher</p> <p>EAP College Preparedness rates</p> <p>CAASPP results</p> <p>SAT, PSAT and ACT results</p> <p>A-G completion rates</p> <p>Student access and enrollment in all required areas of study</p> <p>Rate of teacher misassignment</p> <p>Student access to standards-aligned instructional materials</p> <p>Implementation of CCSS for students</p> <p>Facilities in good repair</p> <p><b><u>Outcome</u></b></p> <p>Increase AP Exam participation rate by .5%</p>	

	<p>Maintain AP Exam passing rate of 3 or higher</p> <p>Increase students designated as college prepared on the EAP</p> <p>Increase in CAASPP scores for all students by 3%</p> <p>Increase participation of SAT and PSAT by 1%</p> <p>Increase participation of ACT</p> <p>Increase in number of students completing A-G requirements by 1 student</p> <p>Maintain student access and enrollment in all required areas of study</p> <p>Maintained the number of teachers misassigned</p> <p>Maintain student access to standards-aligned instructional materials</p> <p>Maintain implementation of CCSS, add additional curriculum as it becomes available</p> <p>Maintain condition of all facilities as needed</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers	LEA-wide Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	\$1,449,163 – Base – 1100 & 3000

<p>Integrate technology into instructional program in all grade levels and subjects</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$50,000 – Base &amp; Lottery – 4453 &amp; 4350</p>
<p>Offer a broad range of courses including AP and A-G, including APEX courses</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,000 - Lottery - 5800</p>
<p>Offer college and career readiness opportunities, including broadening an AVID program</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 – Sup/Con - 1100, 3000 &amp; 5210</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b>  AP Exam participation rates  AP Exam scores of 3 or higher  EAP College Preparedness rates  CAASPP results</p>
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	<p>CAHSEE scores</p> <p>SAT, PSAT and ACT results</p> <p>A-G completion rates</p> <p>Student access and enrollment in all required areas of study</p> <p>Rate of teacher misassignment</p> <p>Student access to standards-aligned instructional materials</p> <p>Implementation of CCSS for students</p> <p>Facilities in good repair</p> <p><b><u>Outcome</u></b></p> <p>Increase AP Exam participation rate by .5%</p> <p>Maintain AP Exam passing rate of 3 or higher</p> <p>Increase college readiness on the EAP</p> <p>Increase in CAASPP scores for all students by 3%</p> <p>Increase of participation of SAT and PSAT by 1%</p> <p>Increase ACT participation by 1%</p> <p>Increase in number of students completing A-G requirements by 1 student</p> <p>Maintain student access and enrollment in all required areas of study</p> <p>Maintain the number of teachers who are misassigned</p> <p>Maintain student access to standards-aligned instructional materials</p> <p>Maintain implementation of CCSS, add additional curriculum as it becomes available</p> <p>Maintain condition of all facilities as needed</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

Employ highly qualified teachers	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,449,301 – Base – 1100 & 3000
Integrate technology into instructional program in all grade levels and subjects	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,000 – Base – 4453, 4350
Offer a broad range of courses including AP and A-G, including APEX courses	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,000 - Lottery - 5800
Offer college and career readiness opportunities, including maintaining an AVID program.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$100,000 – Sup/Con – 1100, 3000 & 5210
<b>LCAP Year 3</b>			

**Expected Annual  
Measurable  
Outcomes:**

**Metric**

AP Exam participation rates  
 AP Exam scores of 3 or higher  
 EAP College Preparedness rates  
 CAASPP results  
 SAT, PSAT and ACT results  
 A-G completion rates  
 Student access and enrollment in all required areas of study  
 Rate of teacher misassignment  
 Student access to standards-aligned instructional materials  
 Implementation of CCSS for students  
 Facilities in good repair

**Outcome**

Increase AP Exam participation rate by .5%  
 Maintain AP Exam passing rate of 3 or higher  
 Increase number of students college prepared on the EAP by 2%  
 Increase in CAASPP scores for all students by 3%  
 Increase participation of SAT and PSAT by 1%  
 Increase ACT participation by 1%  
 Increase in number of students completing A-G requirements by 5 students  
 Maintain student access and enrollment in all required areas of study  
 Maintain the number of teachers who are misassigned  
 Maintain student access to standards-aligned instructional materials

	Maintain implementation of CCSS, add additional curriculum as it becomes available Maintain condition of all facilities as needed		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,279,674 – Base – 1100 & 3000
Integrate technology into instructional program	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,000 – Base – 4453, 4450
Broad range of courses including AP and A-G, including APEX courses	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,000 - Lottery - 5800



Offer college and career readiness opportunities, including maintaining AVID.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$100,000 - Sup/Con - 1100, 3000 & 5210
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<b>GOAL:</b>	3. Improve school climate to promote and cultivate a positive, safe environment to support student engagement.	Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local: N/A				
<b>Identified Need:</b>	<p>Attendance rate is 100%.</p> <p>In 2014-2015, the truancy rate was 4.57%.</p> <p>In 2015-2016, a baseline for student satisfaction was created. Overall, the data shows students are very satisfied with the school, however the participation was very low. Only 25 of the approximately 700 students responded.</p> <p>In 2014-2015, the California Healthy Kids Survey was administered. MVCS had 30% (14 out of 47) 5th graders participate, 35% (16 out of 46) 7th graders participate, 46% (19 out of 41) 9th graders participate and 34% (33 out of 97) 11th graders participate. Due to this very low participation, data was not given to the school from CHKS for 7th and 9th graders. For the 11th grade respondents, there were some very strong resiliency factors. For example, 83% said they have a teacher or adult at school that really cares about them and 89% said they feel very safe or safe at school. Unfortunately, there were also some serious risk factors. For example, 50% of the 11th grade respondents reported chronic sad or hopeless feelings and 32% have seriously considered suicide in the last 12 months.</p> <p>In 2014-2015, the suspension rate was .8%.</p> <p>In 2014-2015, the expulsion rate was 0%.</p> <p>In 2013-2014, the high school graduation rate for all graduates was 56.3%.</p> <p>In 2013-2014, the high school graduation rate for Native American students was 54.6%.</p> <p>In 2013-2014, the high school graduation rate for Hispanic students was 63.6%.</p> <p>In 2013-2014, the high school drop-out rate was 18.8%.</p> <p>In 2013-2014, there were 2 adjusted middle school drop-outs.</p>					
<b>Goal Applies to:</b>	<table border="1"> <tr> <td data-bbox="428 1238 554 1361"><b>Schools:</b></td> <td data-bbox="554 1238 823 1361">All</td> </tr> <tr> <td data-bbox="428 1361 554 1407"></td> <td data-bbox="554 1361 823 1407">Grades: All</td> </tr> </table>	<b>Schools:</b>	All		Grades: All	
<b>Schools:</b>	All					
	Grades: All					
	<b>Applicable Pupil Subgroups:</b>	All				

LCAP Year 1

<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric</u></b></p> <p>Attendance rate</p> <p>Truancy rate</p> <p>Student satisfaction surveys</p> <p>California Healthy Kids Survey</p> <p>Suspension rate</p> <p>Expulsion rate</p> <p>High school graduation rates</p> <p>High school drop-out rate</p> <p>Middle school drop-out rate</p>
	<p><b><u>Outcome</u></b></p> <p>Maintain attendance rate</p> <p>Decrease truancy rate by .2%</p> <p>Increase student satisfaction survey participation by 5%</p> <p>Increase participation in California Healthy Kids Survey by 5% for each pertinent grade level (5th, 7th, 9th and 11th)</p> <p>Decrease suspension rate by .2%</p> <p>Maintain expulsion rate</p> <p>Increase in high school graduation rates by 2%</p> <p>Increase high school graduation rates for Native American students by 2%</p> <p>Increase high school graduation rates for Hispanic students by 2%</p> <p>Decrease in high school drop-out rate by 1%</p> <p>Decrease middle school drop-out rate by 2 students</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer student satisfaction surveys	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Costs are included in Goal 1, action/service regarding employing highly qualified teachers
Administer California Healthy Kids Survey, both the core and Humboldt County module, in all pertinent grades, in Humboldt County	LEA-wide Grades: 5th, 7th, 9th, 11th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$750 - Base
Phone parents when students are absent	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Costs are included in action/service regarding employing highly qualified teachers

<p>Mail truancy notices and follow SARB procedures as needed</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$350 - Base - 4352</p>
<p>Hold Student Study Teams to meet the needs of students</p>	<p>LEA -wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$16,000 – Sup/Con - 1200 &amp; 3000</p>
<p>Track attendance, graduation, suspension and expulsion rates</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Costs are included in action/service regarding employing highly qualified teachers</p>
<p>Expand PBIS to additional learning centers and continue development of PBIS strategies at learning centers where PBIS has previously been instituted.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000 - Sup/Con - 5210</p>
<p><b>LCAP Year 2</b></p>			

Expected Annual Measurable Outcomes:	<u>Metric</u>
	Attendance rate
	Truancy rate
	Student satisfaction surveys
	California Healthy Kids Survey
	Suspension rate
	Expulsion rate
	High school graduation rates
	High school drop-out rate
	Middle school drop-out rate
	<u>Outcome</u>
	Maintain attendance rate
	Decrease truancy rate by .2%
	Increase student satisfaction survey participation by 5%
	Increase participation of California Healthy Kids Survey in all pertinent grade levels (5th, 7th, 9th and 11th) by 5%
	Improve healthy habits and school climate as determined by the California Healthy Kids Survey by 2%
	Decrease suspension rate by .2%
	Maintain expulsion rate
	Increase in high school graduation rates by 2%
	Increase high school graduation rates for Native American students by 2%
	Increase high school graduation rates for Hispanic students by 2%
	Decrease in high school drop-out rate by 1%
	Maintain middle school drop-out rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer student satisfaction surveys	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers
Administer California Healthy Kids Survey, both the core and Humboldt County module, in all pertinent grades in Humboldt County	LEA-wide Grades: 5th, 7th, 9th, 11th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$750 - Base
Phone parents when students are absent	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers



Mail truancy notices and follow SARB procedures as needed	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$350 - Base - 4352
Hold Student Study Teams to meet the needs of students	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$16,000 – Sup/Con - 1200 & 3000
Track attendance, graduation, suspension and expulsion rates	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers
Expand development of PBIS for all learning centers where it has been implemented.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000 - Sup/Con - 5210
<b>LCAP Year 3</b>			

<b>Expected Annual Measurable Outcomes:</b>	<b><u>Metric</u></b> Attendance rate Truancy rate Student satisfaction surveys Suspension rate Expulsion rate High school graduation rates High school drop-out rate Middle school drop-out rate  <b><u>Outcome</u></b> Maintain attendance rate Decrease truancy rate by .2% Increase student satisfaction survey participation by 5% Decrease suspension rate by .2% Maintain expulsion rate Increase in high school graduation rates by 2% Increase high school graduation rates for Native American students by 2% Increase high school graduation rates for Hispanic students by 2% Decrease in high school drop-out rate by 1% Maintain middle school drop-out rate		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>

Administer student satisfaction surveys	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers
Phone parents when students are absent	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers
Mail truancy notices	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$350 - Base - 4352
Hold Student Study Teams	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$16,000 - Sup/Con - 1200 & 3000

Track attendance rates	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Costs are included in action/service regarding employing highly qualified teachers
Maintain PBIS at all learning centers where it has been implemented.	LEA-wide Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$20,000 - Sup/Con - 5800

<b>GOAL:</b>	4. Increase parent/community involvement for the purpose of enhancing student learning.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
<b>Identified Need:</b>	<p>59% of parents volunteered at least one time.</p> <p>95% of parents attended a parent/teacher conference.</p> <p>77% of parents attended an Open House/Back-to-School night or other school event.</p> <p>A baseline of parent satisfaction was established. Twenty-six parents responded to the survey and, 92.3% of those who responded are satisfied with Mattole Valley Charter School. However, this was a very low turn-out.</p> <p>Forty-six parents attended Annual Update and the 2016-2017 LCAP input meetings.</p> <p>Nine parents gave input on the LCAP input survey</p>	
<b>Goal Applies to:</b>	<b>Schools:</b> All <b>Grades:</b> All	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<b><u>Metric</u></b> Parent volunteer rate Parent attendance of conferences Parent attendance of Open House/Back-to-School nights, school events Parent satisfaction surveys Parent participation in Annual Update/LCAP input meetings Parent participation in LCAP input survey  <b><u>Outcome</u></b> Increase parent volunteer rate by 2% Increase parent attendance of parent /teacher conferences by 1% Increase parent attendance at Open House/Back-to-School nights and school events by 2% Increase parent satisfaction as measured by parent satisfaction survey by 2% Increase participation on parent satisfaction survey by 5% Increase parent participation at Annual Update/LCAP input meetings by 5% Increase parent participation in LCAP input survey by 5%		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Administer parent satisfaction surveys	LEA-wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers

<p>Advertise Open House, Back-to-School Night and all school events by mailing flyers, posting on our website and emailing parents</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200 - Base</p>
<p>Maintain school website with information pertinent to families</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200 – Base</p>
<p>Distribute monthly event calendars and newsletters to keep parents informed of school happenings</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200 – Base</p>
<p>Maintain and distribute school handbook</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 – Base</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<b><u>Metric</u></b> Parent volunteer rate Parent attendance of conferences Parent attendance of Open House/Back-to-School nights, school events Parent satisfaction surveys Parent participation at Annual Update/LCAP input meetings Parent participation in LCAP input survey  <b><u>Outcome</u></b> Increase parent volunteer rate by 2% Increase parent attendance of parent /teacher conferences by 1% Increase parent attendance at Open House/Back-to-School nights and school events by 2% Increase parent satisfaction as measured by parent satisfaction survey by 2% Increase participation on parent satisfaction survey by 5% Increase parent participation at Annual Update/LCAP input meetings by 5% Increase parent participation in LCAP input survey by 5%		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Administer parent satisfaction surveys	LEA-wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers



<p>Advertise Open House, Back-to-School Night and all school events by mailing flyers, posting on our website and emailing parents</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200 - Base</p>
<p>Maintain school website with information pertinent to families</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200 – Base</p>
<p>Distribute monthly event calendars and newsletters to keep parents informed of school happenings</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200 - Base</p>
<p>Maintain and distribute school handbook</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 – Base</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<b><u>Metric</u></b> Parent volunteer rate Parent attendance of conferences Parent attendance of Open House/Back-to-School nights, school events Parent satisfaction surveys Parent participation at Annual Update/LCAP input meetings Parent participation in LCAP input survey  <b><u>Outcome</u></b> Increase parent volunteer rate by 2% Increase parent attendance of parent /teacher conferences by 1% Increase parent attendance at Open House/Back-to-School nights and school events by 2% Increase parent satisfaction as measured by parent satisfaction survey by 2% Increase participation on parent satisfaction survey by 5% Increase parent participation at Annual Update/LCAP input meetings by 5% Increase parent participation in LCAP input survey by 5%		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Administer parent satisfaction surveys	LEA-wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Costs are included in action/service regarding employing highly qualified teachers

Advertise all school events	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$200 - Base
Maintain school website with information pertinent to families	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$200 - Base
Distribute monthly event calendars and newsletters to keep parents informed of school happenings	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$200 - Base
Maintain and distribute school handbook	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$5,000 - Base

## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	1. Improve student performance outcomes in the core academic areas.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<b>Metric</b> AP Exam participation rates AP Exam scores of 3 or higher	Actual Annual Measurable Outcomes:	In 2014-2015, the AP Exam participation rate was .8%.  In 2014-2015, the AP Exam passing rate of 3 or higher was increased by 100%.

<p>EAP College Preparedness rates</p> <p>CAASPP results</p> <p>California High School Exit Exam (CAHSEE) scores</p> <p>PSAT, SAT and ACT results</p> <p>Academic Performance Index (API)</p> <p>A-G completion rates</p> <p>EL reclassification rate</p> <p>Share of ELs that become English proficient</p> <p><b><u>Outcome</u></b></p> <p>Increase AP Exam participation rate by .5%</p> <p>Increase AP Exam passing rate of 3 or higher by .5%</p> <p>Increase college preparedness on EAP by 2%</p> <p>Establish a baseline for CAASPP results for all students</p> <p>Establish a baseline for CAASPP results for Native American and Hispanic students</p> <p>Increase CAHSEE pass rate for all students in math by 3%</p> <p>Increase CAHSEE pass rate for all students in English/</p> <p>Language Arts by 2%</p> <p>Increase CAHSEE pass rates in math by 3% for Native American and Hispanic students</p> <p>Increase CAHSEE pass rates in English/</p> <p>Language Arts by 2% for Native American and Hispanic students</p>	<p>The 2015-2016 AP Exam passing rate will be reported next year.</p> <p>In 2014-2015, the number of students scoring as college prepared on the EAP was 0%.</p> <p>The 2015-2016 EAP data will be reported next year.</p> <p>In 2014-2015, a baseline for CAASPP results for all students was established.</p> <p><b>All: English/Language Arts:</b> 12% Exceeded Standards, 28% Met Standards, 25% Nearly Met Standards, 32% Not Met Standards <b>Math:</b> 9% Exceeded Standards, 17% Met Standards, 28% Nearly Met Standards, 43% Not Met Standards</p> <p>A baseline for CAASPP results for Native American and Hispanic students was established.</p> <p><b>Native American students: English/Language Arts</b> 0% Exceeded Standards, 6% Met Standards, 50% Nearly Met Standards, 44% Not Met Standards % <b>Math</b> 0% Exceeded Standards, 13% Met Standards, 13% Nearly Met Standards, 75% Not Met Standards</p> <p><b>Hispanic students: English/Language Arts:</b> 11% Exceeded Standards, 22% Met Standards, 20% Nearly Met Standards, 41% Not Met Standards <b>Math:</b> 4% Exceeded Standards, 15% Met Standards, 22% Nearly Met Standards, 52% Not Met Standards</p> <p>The 2015-2016 CAASPP results will be reported next year.</p> <p>Due to the passage of SB172, the CAHSEE was suspended for the 2015-2016 school year.</p> <p>In 2014-2015, the participation rate for the PSAT was 9.8%for 10th graders and 8.4% for 11th graders.</p> <p>In 2015-2016, the participation rate for</p>
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	<p>Increase of .5% of SAT, PSAT and ACT participation</p> <p>Establish a baseline API</p> <p>Increase in number of students completing A-G requirements by .5%</p> <p>Increase the number of EL students becoming English proficient by .5%</p> <p>Increase the number of students receiving an EL reclassification by .5%</p>		<p>the PSAT was 16% for 10th graders and 34% for 11th graders.</p> <p>In 2014-2015, the ACT participation rate was 0%.</p> <p>The 2015-2016 ACT data will be reported next year.</p> <p>In 2014-2015, the SAT participation rate for 11th and 12th graders was 2.7%. *Note: This data was determined internally. CDE's Dataquest does not yet have 2014-2015 SAT data available. This will be reported next year.</p> <p>A baseline weighted API of 748 was established using a three year average.</p> <p>In 2014-2015, the number of students completing A-G requirements was 4.</p> <p>The 2015-2016 A-G data will be reported next year.</p> <p>In 2014-2015, the number of EL students classified as fluent-English-proficient was .4%.</p> <p>In 2014-2015, the number of students redesignated as fluent-English-proficient was 16.7%.</p> <p>The 2015-2016 EL data will be reported on next year.</p>
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**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>

Employ highly qualified teachers		\$1,219,863 – Base – 1100 & 3000	In order to serve our students, a total of 48 highly qualified teachers were employed at Mattole Valley Charter School during the 2015-2016 school year. These teachers work with approximately 700 TK-12th grade students throughout Humboldt, Mendocino, Trinity and Siskiyou counties.	\$1,636,203
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b> LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Purchase CCSS aligned curriculum as it becomes available.		\$50,000 – Base -4110	Common Core State Standards aligned curriculum was purchased in math for all grade levels, K through high school. The majority of this was State adopted curriculum. Because our stakeholders value choice, teachers selected curriculum for students on a case-by-case basis. The majority of our teachers select Houghton Mifflin's Go Math series for K-8 students and Pearson's Integrated Math series for high school students. Other purchased CCSS aligned math curriculum was the Singapore math series Math in Focus and Pearson's Algebra 1, 2 and Geometry.	\$22,201.26
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b> LEA-wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide professional development for teachers in core academic areas, including CCSS		\$35,000 – Base -5210	Professional development for teachers in core academic areas took place. All teachers attended professional learning. The topics of these trainings included AVID, SRI, Positive Prevention Plus, EL collaborative, ADEPT, expository teading and writing, CCSS math, Next Generation Scienc Standards, VPSS, AP, universal design, PBIS, Second Step, etc.		\$67,611.46
<b>Scope of service:</b>	LEA-wide  Grades: All		Scope of service:	LEA-wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Administer CAASPP, CAHSEE, EAP, SAT, PSAT and AC		\$5,000 – Base - 4314	CAASPP, EAP, SAT, PSAT and ACT were administered. CAHSEE was not administered due to the passing of SB172 which suspended the administration of the CAHSEE for the 2015-2016 school year.		\$500



<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Employ school counselors for academic, college and career and social/emotional counseling		\$86,520 – Sup/Con – 1200 & 3000	Mattole Valley Charter School employed 2.5 FTE counselors for academic, college and career and social/emotional counseling during the 2015-2016 school year. One full-time counselor served our student population in Humboldt and Mendocino counties and the other full-time counselor served our student population in Siskiyou and Trinity counties. The half-time counselor focused on our EL student population, work experience and is our Second Step coordinator.	\$86,520	
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Employ instructional aides to work with students in core academic areas		\$159,097 - Sup/Con – 2100 & 3000	Instructional aides to work with students in core academic areas were employed. These instructional aides served students in all grade levels throughout the counties students are served. They work directly with students, either one-on-one with students and in small groups. This allows for a smaller adult-child ratio.		\$213,560
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide backpacks, school and home supplies for students in the unduplicated count		\$50,000 – Sup/Con - 4310	Backpacks, school and home supplies were provided for students in the unduplicated count. Backpacks were stocked with pencils, markers, paper, pencil box, spiral bound notebooks, erasures, tissue, folders, etc. These backpacks were available for teachers to give to students in need. A total of 130 backpacks were purchased and a total of 68 backpacks were distributed to students in need, in addition to laundry detergent .		\$50,000
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		
Provide bus tickets for students needing transportation		\$5,000 – Sup/Con - 5261	One hundred and ten \$10 regional bus passes were provided to students needing transportation to meet with their teachers were provided. Also, gas reimbursement was done for two homeless students to meet with their teacher.		\$2,400
<b>Scope of service:</b>	LEA-wide  Grades: All		<b>Scope of service:</b>	LEA-wide  Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		
Provide internet services for students without access		\$5,000 – Sup/Con - 5922	Internet services was provided for four students designated as low income. The internet access allowed them the ability to complete school assignments at home.		\$1000
<b>Scope of service:</b>	LEA-wide  Grades: All		<b>Scope of service:</b>	LEA-wide  Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide laptops to access educational opportunities</p> <p><b>For all goals 1-4</b></p>		<p>\$10,000 – Sup/Con – 4445</p>	<p>Laptops were provided to students in order to access educational opportunities. These laptops were provided to students in all categories of the unduplicated count. As an independent study school, having computer access at home is essential to meeting educational targets.</p>	<p>\$14,000</p>
<p><b>Scope of service:</b></p>	<p>LEA-wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA-wide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Employ highly qualified teachers with CLAD certification to work with EL population</p>		<p>\$322,360 – Sup/Con – 1100 &amp; 3000</p>	<p>Highly qualified teachers with EL certification were employed to work with our students who are English learners. Also, a half-time counselor has been appointed as the EL coordinator. Finally, all teachers who currently do not have their EL certification have started the process.</p>	<p>\$366,433</p>

<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Employ instructional aides to work with students in core academic areas		\$159,097 - Sup/Con – 2100 & 3000	Instructional aides were employed to work with students in core academic areas. These instructional aides worked with English learners, as well students in the other unduplicated counts		This is included in the funding stated in the Action or Service titled Employ Instructional Aides.
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

Offer all information in variety of languages and allow for opportunity for EL parents to give feedback about EL programs		\$0	All school forms are available in Spanish and used when needed. EL parents were given feedback about EL programs with the use of a translator.		\$0
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide internet services for students without access		\$3,600 – Sup/Con - 5922	Internet service for an EL student without access was provided. As an independent study school, having access to the internet at home is critical for academic success. This particular student lives in a very remote area and internet can only be provided through satelite providers. As this is a very costly service, it was cost prohibitive to this family.		\$1000
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

Provide laptops to access educational opportunities		\$2,000 – Sup/Con – 4445	All EL students have access to laptops in order for them to access educational opportunities.	This is included in the funding stated in the Action or Service titled Laptops to Access Educational Opportunities.	
<b>Scope of service:</b>	LEA-wide  Grades: All		<b>Scope of service:</b>	LEA-wide  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Administer CELDT  <b>For all goals 1-4</b>		\$500 – Sup/Con - 4314	The CELDT test was administered for all students who are English learners. The cost associated was for the mileage reimbursement for the test administrator.	\$476	
<b>Scope of service:</b>	LEA-wide  Grades: All		<b>Scope of service:</b>	LEA-wide  Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>After reviewing the annual update, it was determined that instructional aides work with all students and not just those in the unduplicated count. As MVCS has an unduplicated count over 55%, supplemental/concentration money will continue to be used to employ instructional aides.</p> <p>Supplemental/concentration funds were used for fuel for homeless and foster youth students, in addition to expenditures for bus tickets. In the future, the plan will be written to include all transportation costs for the unduplicated count.</p> <p>Due to the passage of SB172, the CAHSEE will not be used as a metric for the 2016-2017 and 2017-2018 school years.</p> <p>Due to the difficulty in reporting on data that is not available at the time the draft LCAP is written, MVCS has determined that data available on or before April 1st will be reported on the LCAP. Data available after this time will be reported on the following Annual Update. The metrics that will be realigned to this April 1st deadline are AP Exam passing rate, EAP exempt rates, CAASPP results, SAT and ACT participation rates, the number of students completing the A-G requirements and EL data.</p>
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<b>Original Goal from prior year LCAP:</b>	1. Ensure that all Mattole Valley Charter School students have ready access and ample opportunity to learn in environments that reflect 21st century learning.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools: All	
	Grades: All	
	Applicable Pupil Subgroups: All	
Expected Annual Measurable	<b>Metric</b>	Actual Annual Measurable In 2014-2015, the AP Exam participation rate



<p>Outcomes:</p> <p>AP Exam participation rates</p> <p>AP Exam scores of 3 or higher</p> <p>EAP College Preparedness rates</p> <p>CAASPP results</p> <p>CAHSEE scores</p> <p>SAT, PSAT and ACT results</p> <p>A-G completion rates</p> <p>Student access and enrollment in all required areas of study</p> <p>Rate of teacher misassignment</p> <p>Student access to standards-aligned instructional materials</p> <p>Implementation of CCSS for students</p> <p>Facilities in good repair</p> <p><b>Outcome</b></p> <p>Increase AP Exam participation rate by .5%</p> <p>Increase AP Exam passing rate of 3 or higher by .5%</p> <p>Increase of 2% of students taking the EAP</p> <p>Increase in CAASPP scores for all students in English/Language Arts and Math by 1%</p> <p>Increase CAHSEE pass rate in math by 3%</p> <p>Increase CAHSEE pass rate in English/</p> <p>Language Arts by 2% for all students, including Native American and Hispanic</p> <p>Increase of .5% of SAT, PSAT and ACT participation</p>	<p>AP Exam participation rates</p> <p>AP Exam scores of 3 or higher</p> <p>EAP College Preparedness rates</p> <p>CAASPP results</p> <p>CAHSEE scores</p> <p>SAT, PSAT and ACT results</p> <p>A-G completion rates</p> <p>Student access and enrollment in all required areas of study</p> <p>Rate of teacher misassignment</p> <p>Student access to standards-aligned instructional materials</p> <p>Implementation of CCSS for students</p> <p>Facilities in good repair</p> <p><b>Outcome</b></p> <p>Increase AP Exam participation rate by .5%</p> <p>Increase AP Exam passing rate of 3 or higher by .5%</p> <p>Increase of 2% of students taking the EAP</p> <p>Increase in CAASPP scores for all students in English/Language Arts and Math by 1%</p> <p>Increase CAHSEE pass rate in math by 3%</p> <p>Increase CAHSEE pass rate in English/</p> <p>Language Arts by 2% for all students, including Native American and Hispanic</p> <p>Increase of .5% of SAT, PSAT and ACT participation</p>	<p>Outcomes:</p> <p>was .8%.</p> <p>In 2014-2015, the AP Exam passing rate of 3 or higher was increased by 100%.</p> <p>The 2015-2016 AP Exam passing rate will be reported next year.</p> <p>In 2014-2015, the number of students scoring as college prepared on the EAP was 0%.</p> <p>The 2015-2016 EAP data will be reported next year.</p> <p>A baseline for CAASPP results for all students was established.</p> <p><b>All: English/Language Arts:</b> 12% Exceeded Standards, 28% Met Standards, 25% Nearly Met Standards, 32% Not Met Standards <b>Math:</b> 9% Exceeded Standards, 17% Met Standards, 28% Nearly Met Standards, 43% Not Met Standards</p> <p>In 2014-2015, a baseline for CAASPP results for Native American and Hispanic students was established.</p> <p><b>Native American students: English/Language Arts</b> 0% Exceeded Standards, 6% Met Standards, 50% Nearly Met Standards, 44% Not Met Standards % <b>Math</b> 0% Exceeded Standards, 13% Met Standards, 13% Nearly Met Standards, 75% Not Met Standards%</p> <p><b>Hispanic students: English/Language Arts:</b> 11% Exceeded Standards, 22% Met Standards, 20% Nearly Met Standards, 41% Not Met Standards <b>Math:</b> 4% Exceeded Standards, 15% Met Standards, 22% Nearly Met Standards, 52% Not Met Standards</p> <p>The 2015-2016 CAASPP data will be reported next year.</p> <p>Due to the passage of SB172, the CAHSEE was</p>
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	<p>Increase in number of students completing A-G requirements by .5%</p> <p>Maintain student access and enrollment in all required areas of study</p> <p>Decrease the number of teachers who are misassigned by 33%</p> <p>Maintain student access to standards-aligned instructional materials</p> <p>Maintain implementation of CCSS, add additional curriculum as it becomes available</p> <p>Maintain or improve condition of all facilities as needed</p>	<p>suspended for the 2015-2016 school year.</p> <p>In 2014-2015, the participation rate for the PSAT was 9.8% for 10th graders and 8.4% for 11th graders.</p> <p>In 2015-2016, the participation rate for the PSAT was 16% for 10th graders and 34% for 11th graders.</p> <p>In 2014-2015, the ACT participation rate was 0%.</p> <p>The 2015-2016 ACT data will be reported next year.</p> <p>In 2014-2015, the SAT participation rate for 11th and 12th graders was 2.7%. *Note: This data was determined internally. CDE's Dataquest does not yet have 2014-2015 SAT data available. This will be reported next year.</p> <p>In 2014-2015, the number of students completing A-G requirements was 4.</p> <p>The 2015-2016 A-G data will be reported next year.</p> <p>In 2015-2016, student access and enrollment in all required areas of study was maintained</p> <p>In 2014-2015, the number of teachers who were misassigned was 3.</p> <p>In 2015-2016, the number of teachers who were misassigned was 0.</p> <p>Student access to standards-aligned instructional materials was maintained.</p> <p>Implementation of CCSS was maintained.</p> <p>Condition of all facilities was improved or maintained.</p>
<b>LCAP Year: 2015-16</b>		

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Employ highly qualified teachers		\$1,219,863 – Base – 1100 & 3000	In order to serve our students, a total of 48 highly qualified teachers were employed at Mattole Valley Charter School during the 2015-2016 school year. These teachers work with approximately 700 TK-12th grade students throughout Humboldt, Mendocino, Trinity and Siskiyou counties.		\$1,636,203
<b>Scope of service:</b>	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Integrate technology into instructional program in all grade levels and subjects		\$50,000 – Base – 4453, 4341	Technology was integrated into the instructional program in all grade levels and subjects. All learning centers recieved an interactive white board. Document cameras, laptops, Chrome books, printers, 3D printers, tablets, e-readers have all been purchased and are being used with students. Also, Mattole Valley Charter School became a Google Apps For Education school and the Google apps are utilized throughout instruction. Finally, teachers at MVCS are utilizing a variety of digital curriculum and on-line learning.		\$11,290.64

<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Offer a broad range of courses including AP and A-G		\$0	A broad range of courses including AP and A-G were offered. One teacher attended AP training in order to teach an additional AP English course. Students took courses at College of the Redwoods, Humboldt State University and College of the Siskiyous. MVCS is piloting A-G approved courses through E-Learning, an online platform. APEX Learning is another online curriculum vendor used by students for A-G course requirements. Specialist teachers were hired to target student needs in math and science.	All expenses were included in previous actions and services, including teacher salaries and professional development expenditures.	
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Offer college and career readiness opportunities, including introducing an AVID program		\$50,000 – Base -	College and career readiness opportunities, including introducing an AVID program, were offered. During the 2014-2015 school year, Mattole Valley Charter School has become an AVID school. Ten staff members attended the AVID Summer Institute. An AVID District Director was hired and an AVID elective course was offered.		\$32,364
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: 9th, 10th, 11th, 12th	
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
<b>What changes in actions, services, and expenditures</b>	<p>Due to the passage of SB172, the CAHSEE will not be used as a metric for the 2016-2017 and 2017-2018 school years.</p> <p>Due to the difficulty in getting some data that is not available at the time the draft LCAP is written, MVCS has determined to create an availability of data deadline of April 1st. Data available after this time will be reported on the following Annual Update. The metrics that will be realigned to this April 1st deadline are AP Exam passing rate, EAP exempt and participation rates, CAASPP results, SAT, ACT participation rates, and the number of students completing the A-G requirements. Teacher misassignment rate will also be realigned to the April 1st deadline, as well as reflecting the way in which the data is reported on CDE's Dataquest.</p>				

<b>Original Goal from prior year LCAP:</b>	1. Improve school climate to promote and cultivate a positive, safe environment to support student engagement.	Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local:
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Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p><b>Metric</b></p> <p>Attendance rate</p> <p>Truancy rate</p> <p>Student satisfaction surveys</p> <p>California Healthy Kids Survey</p> <p>Suspension rate</p> <p>Expulsion rate</p> <p>High school graduation rates</p> <p>High school drop-out rate</p> <p>Middle school drop-out rate</p> <p><b>Outcome</b></p> <p>Maintain attendance rate</p> <p>Decrease truancy rate by .2%</p> <p>Establish a baseline for student satisfaction survey results</p> <p>Establish a baseline of healthy habits and school climate as determined by the California Healthy Kids Survey</p> <p>Maintain suspension rate</p> <p>Maintain expulsion rate</p> <p>Increase in high school graduation rates by 2%</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Attendance rate was maintained.</p> <p>In 2014-2015, the truancy rate was 4.57%.</p> <p>The 2015-2016 truancy rate will be reported next year.</p> <p>In 2015-2016, a baseline for student satisfaction was created. Overall, the data shows students are very satisfied with the school.</p> <p>In 2014-2015, the California Healthy Kids Survey was administered. MVCS had 30% (14 out of 47) 5th graders participate, 35% (16 out of 46) 7th graders participate, 46% (19 out of 41) 9th graders participate and 34% (33 out of 97) 11th graders participate. Due to this very low participation, data was not given to the school from CHKS for 7th and 9th graders.</p> <p>For the 5th grade respondents, there were some strong resiliency factors. For example, 85% reported that an adult at school cares about them most or all of the time and 93% reported that an adult at school believes that they can do a good job. Also, 92% of the respondents said that adults tell them when they do a good job. In regards to school connectedness, 79% reported that they are happy to be at this school and 93% reported that they feel like they are part of this school. Unfortunately, there were some risk factors. For example, 21% of the respondents reported that they are pushed or hit at school all the time and 14% said that mean rumors are spread about them all the time. However, 71% reported that teachers will do something if students report bullying.</p> <p>For the 11th grade respondents, there were some</p>

	<p>Maintain high school graduation rates for Native American students</p> <p>Increase high school graduation rates for Hispanic students by 1%</p> <p>Decrease in high school drop-out rate by 1%</p> <p>Maintain middle school drop-out rate</p>	<p>very strong resiliency factors. For example, 83% said they have a teacher or adult at school that really cares about them and 89% said they feel very safe or safe at school. Unfortunately, there were also some serious risk factors. For example, 50% of the 11th grade respondents reported chronic sad or hopeless feelings and 32% have seriously considered suicide in the last 12 months.</p> <p>The 2015-2016 administration of the CHKS has not yet happened. That data will be reported next year.</p> <p>In 2014-2015, the suspension rate was .8%.</p> <p>In 2014-2015, the expulsion rate was 0%.</p> <p>The 2015-2016 suspension and expulsion rates will be reported next year.</p> <p>In 2013-2014, the high school graduation rate for all graduates was 56.3%.</p> <p>In 2013-2014, the high school graduation rate for Native American students was 54.6%.</p> <p>In 2013-2014, the high school graduation rate for Hispanic students was 63.6%.</p> <p>The 2014-2015 graduation rate will be reported next year.</p> <p>In 2013-2014, the high school drop-out rate was 18.8%.</p> <p>In 2013-2014, there were 2 adjusted middle school drop-outs.</p> <p>The 2014-2015 drop-out rate will be reported next year.</p>
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Develop and administer student satisfaction surveys		\$400 – Base - 5805	Student satisfaction surveys were developed and administered. A total of 25 sixth through twelfth grade students took the survey. This was a very low turn-out. Of those students, 92% were satisfied with their educational program. Of those who responded, 100% were satisfied with the timeliness and clarity of communication with their teacher. 92% of the students were satisfied with their facility and 88% feel their parents have ample opportunity to participate in their education. All of the respondents felt that safety was adequately prioritized by Mattole Valley Charter School.		\$200
<b>Scope of service:</b>	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Administer California Healthy Kids Survey, both the core and Humboldt County module, in all pertinent grades		\$380 - Base	The California Healthy Kids Survey, both the core and Humboldt County module, will be administered. At the time this Annual Update was written, the administration for the 2015-2016 school year had not yet happened.		\$750



<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: 5th, 7th, 9th, 11th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Phone parents when students are absent using an automated system		\$0	Parents were phoned when students were absent, but not using an automated service. An automated service to phone parents when the student is absent was determined to be unnecessary. Teachers will continue to personally phone parents.		\$0
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Mail truancy notices and follow SARB procedures as needed		\$50	Truancy notices were mailed and SARB procedures were followed, as needed. As of April 1, 2016, one student had attended two Eel River SARB meetings and 95 truancy notices had been mailed.		\$350

<b>Scope of service:</b>	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Employ school counselor to provide academic, college and career and social/emotional counseling		\$82,185 – Base – 1200 & 3000	School counselor were employed for a total of 2.5 FTEs. One full-time counselor is primarily responsible for the students in Humboldt and Mendocino counties and one full-time counselor is primarily responsible for students in Siskiyou and Trinity counties. The half-time counselor is primarily responsible for Work Experience Education and English language coordination. All of the counselors were trained in Positive Behavior Interventions and Supports, as well as Second Step. They supported teachers and students in an effort to improve overall school climate.		\$124,848
<b>Scope of service:</b>	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Hold Student Study Teams to meet the needs of students		\$2,500 – Special Education	Student Study Teams were held throughout the school year. Many of these SSTs were due to student behavior with the goal of improving overall school climate with improved student behavior. The SSTs were led by our school psychologist. The team focused on Positive Behavior Interventions and Supports.		\$2,500
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Track attendance, graduation, suspension and expulsion rates		\$0	Attendance, suspension and expulsion rates continue to be tracked. All of these rates continue to maintain at appropriate levels indicating a positive school climate. As of April 1, 2016, there have been 0 expulsions and 6 suspensions.		\$0
<b>Scope of service:</b>	LEA -wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>An automated service to phone parents when the student is absent was determined to be unnecessary. Teachers will continue to personally phone parents.</p> <p>Due to the difficulty in getting some data that is not available at the time the draft LCAP is written, MVCS has determined to create an availability of data deadline of April 1st. Data available after this time will be reported on the following Annual Update. The metrics that will be realigned to this April 1st deadline are high school graduation rate, including the rates of Native American and Hispanic students, high school drop-out rate, suspension rate, expulsion rate and middle school drop-out rate. All rates will be realigned to the April 1st deadline, as well as reflecting the way in which the data is reported on CDE's Dataquest.</p> <p>Mattole Valley Charter School students are spread out of 13 different facilities in four different counties. Also, participation in the survey was very low so we did not receive data for all grade levels. Therefore, the data from the California Healthy Kids Survey was not considered relevent or useful due to the vast differences within the large geographical nature of the school. The school is currently in a the second year of a three-year grant cohort to administer the CHKS. Because of this, the survey will be administered through the 2016-2017 school year, but not the following years. For the 2016-2017 and 2017-2018 school years, the CHKS will just be administered to our Humboldt County students.</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>1. Increase parent/community involvement for the purpose of enhancing student learning.</p>	<p>Related State and/or Local Priorities:  <input type="checkbox"/>_1 <input type="checkbox"/>_2 <input checked="" type="checkbox"/>_3 <input type="checkbox"/>_4 <input type="checkbox"/>_5 <input type="checkbox"/>_6 <input type="checkbox"/>_7 <input type="checkbox"/>_8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p><b><u>Metric</u></b></p> <p>Parent volunteer rate</p> <p>Parent attendance of conferences</p> <p>Parent attendance at Open House/Back-to-School nights and school events</p> <p>Parent satisfaction surveys</p> <p><b><u>Outcome</u></b></p> <p>Increase parent volunteer rate by 2%</p> <p>Increase parent attendance of parent/ teacher conferences by 2%</p> <p>Increase parent attendance at Open House/Back-to-School nights and school events by 2%</p> <p>Establish a baseline of parent satisfaction as measured by parent satisfaction survey</p>		<p>As of April 1, 2016, the parent volunteer rate was 59%. This was an increase of 14%.</p> <p>As of April 1, 2016, parent attendance at parent/ teacher conferences was 95%. This was an increase of 13%.</p> <p>As of April 1, 2016, parent attendance at Open House/Back-to-School nights and school events was 77%. This was an increase of 14%.</p> <p>A baseline of parent satisfaction was established. Twenty-six parents responded to the survey and, overall, parents are satisfied with Mattole Valley Charter School.</p> <p>Forty-six parents attended an Annual Update and 2016-2017 LCAP input meeting.</p> <p>Nine parents participated in the LCAP survey.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Develop and administer parent satisfaction surveys		\$400 – Base - 5805	Parent satisfaction surveys were developed and administered. A total of 26 parents responded. Of those respondents, 92.3% replied that they were satisfied with the overall educational program being provided to their children. Of these parents, 92.3% were satisfied with the timeliness and clarity of communication with their child's teacher. 84.6% were satisfied with the facilities. 96.2% of the responding parents felt they are given ample opportunity to participate in their child's education. 100% of the parent respondents felt that Mattole Valley Charter School prioritizes the safety of their children.		\$0
<b>Scope of service:</b>	LEA-wide Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Advertise Open House, Back-to-School Night and all school events by mailing flyers, posting on our website and emailing parents		\$200 - Base	Open House, Back-to-School Night and all school events were posted on our website and parents were notified through flyers, emails, text messages, phone calls and face-to-face meetings.		\$0

<b>Scope of service:</b>	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Maintain school website with information pertinent to families		\$200 – Base	A staff member was appointed to maintain the school website. He constantly updated the information on the website in order to keep parents informed.		\$200
<b>Scope of service:</b>	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Distribute monthly event calendars and newsletters to keep parents informed of school happenings		\$200 – Base	Monthly event calendars and newsletters were distributed at 6 of the 13 learning centers.		\$200
<b>Scope of service:</b>	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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Update and distribute school handbook		\$5,000 - Base	The school handbook is still being updated. It was reviewed by the school law firm to ensure all necessary, legally compliant information is included and will be distributed during the 2016-2017 school year.		\$5,861.97
<b>Scope of service:</b>	LEA-wide Grades: All		Scope of service:	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	After reviewing past progress of this goal, a greater emphasis will be placed on parent involvement. Parents will be asked to join WASC focus groups, as well as the Charter Council. Parent volunteerism will be better tracked and the handbook will be completed.				

### 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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	926512
<p>The increase in funds for the 2016-2017 fiscal year based on the unduplicated number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5) is \$926,512.</p> <p>This increase in funds will be used for the employment of highly qualified teachers with EL certification; employing instructional aides; the employment of school counselors; providing backpacks, school supplies and necessary home supplies; providing internet services and laptops; expanding AVID and PBIS; holding SSTs; the purchase of common core curriculum; tutoring and small group instruction.</p> <p>Because MVCS has more than 55% of enrollment of unduplicated pupils in the district, some of the supplemental and concentration funds will be used charter-wide.</p>	

- 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.

18.49	%
<p>Using the FCMAT calculator, the minimum proportionality percentage for MVCS is an 18.49% increase of services provided to unduplicated students.</p> <p>The proportionality percentage is met with an increase of student access to technology and an increase of access to time with a highly qualified teacher and support staff, in addition to the expansion of AVID and PBIS. These actions and services are principally directed towards the unduplicated students and are effective in meeting our goals.</p>	

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the

following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).