Introduction:

LEA: Peak to Peak Mountain Charter Contact: Wendy Worster, Business Manager, office@peaktopeakmountaincharter.org, 661-242-3811 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
At Peak to Peak Mountain Charter, there is a history and expectation of parent and community involvement. The development of our LCAP was no different. We conducted a public hearing, School Advisory Committee meetings, School Board meetings, and a family satisfaction survey. All of the data was gathered from these meetings and surveys in order to establish our funding priorities. Small class sizes and individualized attention for students ranks high as an area of success for our school. Enrollment and attendance continues to be a challenge for us. LCFF/LCAP presentations took place at our May Board meetings. We also had a presentation to our parent School Advisory Council meeting in the month of May. The Public hearing took place on June 16, 2016.	A. *Conditions of Learning* 　　1. *Meeting the needs of individual students by small class sizes and use of instructional aides (Goal 1)* 　　2. *21st Century skills- use of technology (Goal 3)* B. *Pupil Outcomes* 　　1. *Measured Student Achievement (Goal 1)* 　　2. *Increased attendance (Goal 2)*
Annual Update: **Peak to Peak Mountain Charter's enrollment in upper grades continues to be a challenge. School attendance has seen a marked improvement with a collaboration project between the School Advisory Council and teachers.** **Survey sent out to parents in March 2016.** **Had meeting to discuss 15-16 LCAP and input for the 16-17 LCAP with School Advisory Council on April 26, 2016. Public hearing held June 16, 2016.**	**Annual Update:** After careful review and analysis of the 2015/16 LCAP, its implementation and input from our parents, students, staff, and other stakeholders we are meeting the required conditions and pupil outcomes. We have also decided to revise and/or add the following: • Combine our goals from six to three. • Acquire typing programs • Apply for E-Rate

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?

GOAL: #1	Meeting students' individualized needs to increase student achievement	Related State and/or Local Priorities: 1_X 2_X 3_X_ 4_X 5__ 6__ 7_X 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Differentiation for each student. Each student challenged and supported at their instructional level.	
Goal Applies to:	Schools :	Peak to Peak Mountain Charter
	Applicable Pupil Subgroups:	All Student Groups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Class size is 24 in grades K-5th and 26 in Grades 6-8th Each classroom K-8 to have 1 Teacher's Instructional Aide. Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan) Teachers and Paraprofessionals trained in meeting Common Core Standards through the use of Accelerated Reader and Math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Hire and maintain a qualified teaching staff for 4 classrooms. • Hire and maintain 4 paraprofessionals to support students and in instruction in each classroom. • Accountability Contract signed by parent/guardian • School Compact signed annually by Parent, Student and Teacher. • Conduct ILP's (Individualized Learning Plans) triennially with parents. • Teachers trained on administering the CAASPP. • Use local benchmark testing and multiple measures to assess student progress. • Teachers and Paraprofessionals trained in administering Accelerated Reader and Accelerated Math diagnostic testing.	All Students	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5299.86 Certificated Salaries - General Fund (GF) $7710.60 Classified Salaries(GF) Travel/ Conferences $860 (GF)

- Continued Common Core training and implementation.
- 4 Tutoring sessions offered yearly (once weekly)

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Class size is 24 in grades K-5th and 26 in Grades 6-8th Each classroom K-8 to have 1 Teacher's Assistant. Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan) Teachers and Paraprofessionals trained in meeting Common Core Standards through the use of Accelerated Reader and Math.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- Hire and maintain a qualified teaching staff for 4 classrooms. - Hire and maintain 4 paraprofessionals to support students and in instruction in each classroom. - Accountability Contract signed by parent/guardian - School Compact signed annually by Parent, Student and Teacher. School Compact - Conduct ILP's (Individualized Learning Plans) triennially with parents. - Teachers trained on administering the CAASPP. - Use local benchmark testing and multiple measures to assess student progress. - Teachers and Paraprofessionals trained in administering Accelerated Reader and Accelerated Math diagnostic testing. - Continued Common Core training and implementation. - 4 Tutoring sessions offered yearly (once weekly)	All Students	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5325.00 Certificated General Fund (GF) $7725.00 Classified (GF) *adjust for future increases $865 Travel/ Conference

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Class size is 24 in grades K-5th and 26 in Grades 6-8th Each classroom K-8 to have 1 Teacher's Assistant. Assessments and Benchmarks completed at the local level and reviewed triennially at ILP meeting (Individual Learning Plan) Teachers and Paraprofessionals trained in meeting Common Core Standards through the use of Accelerated Reader and Math.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- Hire and maintain a qualified teaching staff for 4		_X_ALL	$5326.00

classrooms.	All Students	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Certificated General Fund (GF) $7726.00 Classified (GF) *adjust for future increases $866 Travel/Conference
• Hire and maintain 4 paraprofessionals to support students and in instruction in each classroom. • Accountability Contract signed by parent/guardian • School Compact signed annually by Parent, Student and Teacher. • Conduct ILP's (Individualized Learning Plans) triennially with parents. • Teachers trained on administering the CAASPP. • Use local benchmark testing and multiple measures to assess student progress. • Teachers and Paraprofessionals trained in administering Accelerated Reader and Accelerated Math diagnostic testing. • Continued Common Core training and implementation. • 4 Tutoring sessions offered yearly (once weekly)			

GOAL: #2	To improve Peak to Peak Charter School's Average Daily Attendance (ADA).	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Provide the best learning possible through continuity, safe environment, and increased funding per enrollment.
Goal Applies to:	Schools: Peak to Peak Mountain Charter
	Applicable Pupil Subgroups: All Student Groups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Attendance rate at or above 94%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Clear and frequent communication to parents about student attendance. Beginning of school year notices, ILP meetings, and truancy notices and meetings.
• Provide a safe school site:
  1. Increased knowledge of school rules (School Compact, School and Classroom rules)
  2. Reinforcement of rules. Appoint lead teacher
	All Students	_X_ALL
		_____
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			$5400.00 (GF) Attendance and disciplinary documentation and reporting. Office Clerk 1 ½ hour daily.

		$1650.00 (GF) Lead Teacher
to resolve disciplinary issues. 3. Safety drills: Fire, Earthquake, • Clear communication about completion of short-term independent study. • Provide incentives for good attendance • Complete attendance records and address truancy issues in a timely manner. • P-1, P-2, Annual Attendance Reporting		

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Attendance rate at or above 95%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Clear and frequent communication to parents about student attendance. Beginning of school year notices, ILP meetings, and truancy notices and meetings. • Provide a safe school site: 1. Increased knowledge of school rules (School Compact, School and Classroom rules) 2. Reinforcement of rules. Appoint lead teacher to resolve disciplinary issues. 3. Safety drills: Fire, Earthquake, • Clear communication about completion of short-term independent study. • Provide incentives for good attendance • Complete attendance records and address truancy issues in a timely manner. • P-1, P-2, Annual Attendance Reporting	All Students	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5408.00 (GF) Attendance and disciplinary documentation and reporting. Office Clerk 1 ½ hour daily. $1650.00 (GF) Lead Teacher

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Attendance rate at or above 95.4%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Clear and frequent communication to parents about		_X_ALL	

student attendance. Beginning of school year notices, ILP meetings, and truancy notices and meetings.	All Students	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,409.00 (GF) Attendance and disciplinary documentation and reporting. Office Clerk 1 ½ hour daily.

- Provide a safe school site:
  4. Increased knowledge of school rules (School Compact, School and Classroom rules)
  5. Reinforcement of rules. Appoint lead teacher to resolve disciplinary issues.
  6. Safety drills: Fire, Earthquake,
- Clear communication about completion of short-term independent study.
- Provide incentives for good attendance
- Complete attendance records and address truancy issues in a timely manner.
- P-1, P-2, Annual Attendance Reporting

$1650.00 (GF) Lead Teacher

GOAL: #3	Increased use of technology in the classrooms	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Peak to Peak suffers from limited broadband capability Staff training on technology-based programs and systems

Goal Applies to:	Schools:	Peak to Peak Mountain Charter
	Applicable Pupil Subgroups:	All Student Groups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increased connectivity, each student participates in at least one computer based activity each day, teachers are able to use technology as part of their daily instruction with 85% reliability.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- Band width currently at 5 mbps. Increase to 10 mbps. - Maintain computers and notepads, either with tech support or replacement. - Continued training on Accelerated Reader and Math. - Continued training on SMART Board and implement use with Common Core. - Practice and completion of CAASP testing	All Students	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3000 Internet (GF) $2145.18 Tech Support/ Replacement (GF) $2438 Certificated

• Purchase and practice typing program(s) to increase student familiarity with keyboard. • Apply for E-Rate		Salaries (GF) $511 Classified Salaries (GF)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increased connectivity, each student participates in at least one computer based activity each day, teachers are able to use technology as part of their daily instruction with 90% reliability.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Band width currently at 5 mbps. Increase to 10 mbps. • Maintain computers and notepads, either with tech support or replacement. • Continued training on Accelerated Reader and Math. • Continued training on SMART Board and implement use with Common Core. • Practice and completion of CAASP testing • Practice typing program(s) to increase student familiarity with keyboard.	All Students	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3005 Internet (GF) $2155.00 Tech Support/ Replacement (GF) $2440 Certificated Salaries (GF) $512 Classified Salaries (GF)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increased connectivity, each student participates in at least one computer based activity each day, teachers are able to use technology as part of their daily instruction with 95% reliability.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Band width currently at 5 mbps. Increase to 10 mbps. • Maintain computers and notepads, either with tech support or replacement. • Continued training on Accelerated Reader and Math. • Continued training on SMART Board and implement use with Common Core.	All Students	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3006 Internet (GF) $2159.00 Tech Support/ Replacement (GF)

• Practice and completion of CAASP testing • Practice typing program(s) to increase student familiarity with keyboard.		$2441 Certificated Salaries (GF) $513 Classified Salaries (GF)

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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 school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<table>
<tr>
<td rowspan="2">Original GOAL from prior year LCAP:</td>
<td rowspan="2">GOAL #1: Meeting students' individualized needs</td>
<td>Related State and/or Local Priorities:
1__ 2_X_ 3__ 4_X_ 5_X_ 6_X_ 7_X_
8_X_
COE only: 9__ 10__</td>
</tr>
<tr>
<td>Local : Specify _____</td>
</tr>
<tr>
<td rowspan="2">Goal Applies to:</td>
<td colspan="3">Schools: Peak to Peak Mountain Charter</td>
</tr>
<tr>
<td colspan="3">Applicable Pupil Subgroups: All Student Groups</td>
</tr>
<tr>
<td>Expected Annual Measurable</td>
<td>Class size is 24 in grades K-5 and 26 in grades 6-8.
Each classroom K-5 to have 1 Teacher's Assistant.
6-8 classroom to have 2 Assistants.</td>
<td>Actual Annual Measurable</td>
<td>Class size
Each classroom K-5 had 1 Teacher's Assistant
6-8 classroom Assistant increased to 6hrs.</td>
</tr>
</table>

Outcomes:			Outcomes:		
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
*Hire and maintain a qualified teaching staff for 4 classrooms. *Hire and maintain 5 teaching assistants to support students and in instruction in each classroom. *Provide extra support in 6-8 classroom. *Continue ILP's (Individualized Learning Plans)		$12,000 Certificated Salaries - General Fund (GF) $5,000 Classified Salaries(GF)	• Hired and maintain a qualified teaching staff for 4 classrooms • Hired and maintain 4 teacher's aides to support students in instruction and each classroom • Provided extra support in 6-8th grade classroom. Classroom aide worked 6 hour shift to cover afternoons. • ILP's were held at the beginning of the year, at 1st trimester, and at 2nd trimester.		$8083.04 Certificated Salaries General Fund (GF) $7449.96 Classified Salaries (GF)
Scope of service:	ALL STUDENTS		Scope of service:	ALL STUDENTS	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goals one and two are being combined for the 2016-17 LCAP. Additional services and actions have been added. Such as correspondence and follow-up with parents. Benchmark testing, continued training in Common Core and assessments will provide better services to students and communication with parents.				

Original GOAL from prior year LCAP:	GOAL #2: Increased Student Achievement		Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5__ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Peak to Peak Mountain Charter		
	Applicable Pupil Subgroups:	All Student Groups		
Expected Annual	Ranking in the top 5% of the county through state test results (SBAC)		Actual Annual	API Report not available for this year.

Measurable Outcomes:		Measurable Outcomes:	

LCAP Year: 2015-16			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers trained on administering the CAASPP based tests *State provided interim assessments to be used. *Use benchmark testing and multiple measures to assess student progress.	$1800 Training and grading tests (GF)	Returning teacher on administering the CAASPP. Technical support contracted to update CAASPP drivers. Training on Accelerated Reader and Math for practice and diagnostic testing STAR 360. Three sets (eight weeks, once a week, one hour a day) of after school tutoring.	$1696 Training and grading tests (GF) Daily rate for 4 credentialed teachers 6 hours for 4 classified aides
Scope of service:	ALL STUDENTS	**Scope of service:**	ALL STUDENTS
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goals one and two are being combined for the 2016-17 LCAP. Additional services and actions have been added. Such as correspondence and follow-up with parents. Benchmark testing, continued training in Common Core and assessments will provide better services to students and communication with parents.

Original GOAL from prior year LCAP:	GOAL #3: Increased Stakeholder Satisfaction – PE/Art/Music Enrichment	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X 4_X_ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Peak to Peak Mountain Charter	
	Applicable Pupil Subgroups: All Student Groups	
Expected	Increased satisfaction from family survey – specifically in the	Actual	LCAP survey shows parents are very satisfied with enrichment programs.

Annual Measurable Outcomes:	area of PE/Art/Music		Annual Measurable Outcomes:	

LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Contract a music teacher, a PE Teacher, and an art teacher through the year to provide enrichment through those curricular areas on a consistent basis. PE two days per week. Art every other week. Music every other week.	SAC funded at $15 per hour		Contracts signed and services for a PE Teacher, art instructor, and music instructors completed. Funds paid from parent group (SAC) PE was twice a week and music and art every other week. Music instructors additional produced Peak to Peak's end of the year school production.	SAC funded $15 an hour. No impact on General Fund.
Scope of service: _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ALL STUDENTS		**Scope of service:** _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ALL STUDENTS
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our enrichment program is funded completely by our parent group (School Advisory Council) and has no fiscal impact on our general funds. The programs will be continued, but removed from the LCAP goals.			

Original GOAL from prior year LCAP:	GOAL #4: Improve ADA	Related State and/or Local Priorities: 1 _X_ 2__ 3 _X_ 4 _X_ 5 _X_ 6 _X_ 7 _X_ 8 _X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Peak to Peak Mountain Charter	
	Applicable Pupil Subgroups: All Student Groups	
Expected Annual Measurable	Attendance rate at or above 93%	Actual Annual Measurable	As per P-2 attendance rate is 94.51

Outcomes:			Outcomes:	

LCAP Year: 2015-16				
Planned Actions/Services			**Actual Actions/Services**	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Clear and frequent communication to parents about student attendance. *Clear communication about short-term independent study. *Provide incentives for good attendance.	$6,000.00 (GF)		Attendance performed in timely manner. Follow-up with truancy notices and meetings when necessary. Independent study contacts verified and entered. Attendance notice handed out at the beginning of the year and as new enrollees entered.	Approx. 1 ½ Hrs. daily Office Manager $5400 (GF)
Scope of service: ALL STUDENTS			**Scope of service:**	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Added additional actions to clarify communication that parents receive each year on the importance of attendance, of actions on the procedures that follow a student once they become truant and reporting practices.			

Original GOAL from prior year LCAP:	GOAL #5: Increased use of technology in the classrooms		Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Peak to Peak Mountain Charter		
	Applicable Pupil Subgroups: All Student Groups		
Expected Annual	Increased connectivity, each student participates in at least one computer based activity each day, teachers are able to	Actual Annual	10 mbps not available to Peak to Peak on a full time basis. Band width boosted for the CAASPP testing window.

Measurable Outcomes:	use technology as part of their daily instruction with 75% reliability.	Measurable Outcomes:	

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Band width currently at 5 mbps. Increase to 10 mbps. *As part of their daily instruction, students can use their devices. *Teachers can rely on their technology working 75% of the time	$1,000 (GF)	Band width boosted to 10mbps for CAASPP testing window. Permanent increase was not available to the school Students were able to use their devices daily Teachers could rely on their technology 75% of the time.	$3000 Internet Service (GF) $1000 Technical Support
Scope of service: ALL STUDENTS		**Scope of service:** ALL STUDENTS	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal needed to encompass more than Band width. Additional actions and services are being added to this goal. Such as technology based programs and use of technology in the classroom. Being a very rural school band width continues to be an issue, and the dependability of that needs to be monitored.		

Original GOAL from prior year LCAP:	GOAL# 6: Round out a full 8th grade experience	Related State and/or Local Priorities: 1__ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Peak to Peak Mountain Charter	
	Applicable Pupil Subgroups: All Student Groups	
Expected Annual Measurable	Increased enrollment of current students on into the older grades, increased enrollment in 7th and 8th grade, increased student satisfaction in 7th and 8th grade interviews.	Actual Annual Measurable	2015-16 8th grade enrollment was 2. No 8th grade students as of November 1, 2015

Outcomes:			Outcomes:	

LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide opportunities for leadership *Off-site PE and other activities of privilege for older students *8th grade graduation (increase visibility and community participation) *8th grade grad night *8th grade trip (Sacramento/DC)	$1,000 (GF)		Student Leadership Program. All grades have a student representative. Upper grades hold officer positions, run the student store, and create spirit days and student events. No action taken on graduation, grad night, 8th grade trip, due to no eight grade students enrolled as to November 1, 2015. PE was performed on site.	0
Scope of service:	ALL STUDENTS		Scope of service:	ALL STUDENTS
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Peak to Peak struggles to maintain strong enrollment numbers in 7th and 8th grade. This goal is being removed from the 2016-17 LCAP, with the forecast of 1 eight grade and no dedicated staff to complete the 8th grade experience. As November 1, 2015 Peak to Peak had no eighth grade students enrolled.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ $26,629 2015-16

$28,754 for 2016-17

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.

5.85	%

Services provided to all students in 2015-16 is $26,629

Compared to the services provided to all pupils, the $28,754 amount represents about 5.85% more than the total budgeted general expenditures.

Projecting forward in accordance to the FCMAT Calculator our estimated Supplemental and Concentration Grant funding is expected to go up to $29,085 for the 2017/18 school year and in 2018-19 the amount to $29,096.

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).

01-13-15 [California Department of Education]