

Introduction:**Our Mission Statement...**

The Eleanor Roosevelt Community Learning Center is dedicated to supporting and empowering parents and students to take an active role in designing and implementing an education program that ignites a passion for learning and stimulates the intellectual, emotional and physical health of the child.

Superintendent's Message...

The Eleanor Roosevelt Community Learning Center (ERCLC) is designed to assist families in homeschooling their children from Kindergarten to 12th grade. We maintain a family friendly atmosphere and welcome the opportunity to support you and your family in the education of your children. Each family is assigned a fully credentialed Education Coordinator to assist you in designing an educational program, and in locating materials and resources, to enhance the learning process. ERCLC has been in operation for 15 years and, in the process, has identified a tremendous number of resources to assist you in homeschooling your student. We have an extensive library of books and multimedia. In addition, our families have full access to Tulare County Educational Resource Services, with even more resources and materials.

While most schools have eliminated, or greatly reduced, their enrichment programs, ERCLC offers a wide variety of enrichment and support classes. Some of our other classes include: drama, art, remote controlled airplanes, creative writing, gardening, archery and fencing. Our instructors come from a variety of backgrounds, and all have special training or experience in their subject area. The electives are cross-age, and are offered Mondays through Thursdays.

Because parents are generally on campus when students are taking elective classes, they have the opportunity to network with other homeschooling parents and attend workshops. Students also have the opportunity to interact with each other in a fun, warm and caring environment.

We look forward to supporting our families in their homeschooling journey.

Sincerely,

*Daniel Huecker
Director/Superintendent*

LEA: Eleanor Roosevelt Community Learning Center

Contact: Daniel Huecker, Director Superintendent, daniel@erclc.org, (559)592-9160

LCAP Year: 2016-17

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>As a small charter homeschool program that is built around monthly meetings with all parents, monthly meetings with board members, and weekly meetings with staff, we were able to achieve a high level of stakeholder involvement and feedback.</p> <p>LCAP progress and goals were discussed at board meetings through the Director/Superintendent's Report, and were also placed as a discussion or action item at meetings in February, May and June.</p> <p>Progress and Goals were discussed at staff meetings in January, February, March, April and May.</p> <p>Staff were surveyed at the end of the year on actions/services for next year.</p> <p>A parent survey shared by email, Facebook, and newsletter gathered detailed responses from 50 participants or about 30% of our families.</p> <p>We conducted exit interviews with each graduating student connected to the three goals.</p>	<p>Repeated discussions confirmed that our goals continue to remain vital and important to our community, and that few changes were desired.</p> <p>Staff indicated that current goals and actions were still appropriate and did not recommend significant changes.</p> <p>Families reaffirmed the three goals set in the LCAP, and provided important guiding feedback on the actions and services provided.</p>
<p>Annual Update:</p> <p>In addition, this year we conducted a stakeholder retreat in January with board members, staff and parent representatives to reflect on our goals and discuss opportunities for improvement.</p> <p>This year we also conducted 1:1 interviews with Juniors in addition to our Seniors.</p>	<p>Annual Update:</p> <p>The board retreat and student exit interviews were both helpful new ways to reflect on our goals and actions, as well as identify possible new goals.</p> <p>Because we goals that remain relevant over a long period of time, we have kept similar goals, but reorganized them to fit the state's format of Conditions of Learning, Pupil Outcomes, and Engagement.</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?

GOAL:	We are a Community Learning Center dedicated to homeschool resources, activities, and learning spaces.	Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 _8 Local: N/A
Identified Need:	<p>Homeschoolers require a wide variety of resources and activities that allow them to individually talor their educational program. A constantly evolving mix of library resources and community events allows them to find the best program for their student's learning styles and interests.</p> <p>As an independent study program, we are inelegible for for facilities funding from the state. We have a 100+ year old schoolhouse, plus several modular buildings that are far past their life expectancy. Staff, parents and students have indicated a need for new office facilites, parent workspace, and an assembly/performance space.</p>	

Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>We will increase our library resources, technology devices, and instructional materials.</p> <p>We will continue high student participation in quality enrichment and support classes.</p> <p>We will offer multiple opportunities for learning activities.</p> <p>We will build a new staff building, parent building, and assembly building.</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Action 1: Provide resources and curriculum that supports homeschooling.</p>	<p>All Grades: All</p>	<p><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</p>	<p>\$60,000 for textbook and instructional materials, including Supplemental Funds of \$10,000 \$68,256 including Supplemental Funds of \$20,000 for Libarary Resource Coordinator \$30,000 for technology devices including Supplemental Funds of \$15,000</p>
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<p>Action 2: Support students in a variety of individual and community learning activities.</p>	<p>All 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>\$30,000 Program Instructors and Professional Services contracts including Supplemental Funds of \$7,000. \$45,000 for field trips including Supplemental Funds of \$35,000.</p>
<p>Action 3: Develop learning spaces that support a community of homeschoolers.</p>	<p>All 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 towards the construction fund</p>

GOAL:	Goal 2: We ensure that our students are successful, creative, and passionate learners.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local: N/A
Identified Need:	In order for students to be college and career ready, they need to be successful in core knowledge areas, but also be creative and passionate learners.		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Students will set individual goals and progress towards those goals will be monitored.</p> <p>Students will show individual growth in CAASPP and MAP assessments.</p> <p>Students will have a passion project that they develop and pursue.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4: Measure growth and improvement for all students on individual goals and on standardized assessments.	All 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	Budget: EC salaries, supplemental instructional materials including Supplemental Funds of \$21,000. Individual MAP assessments Supplemental Funds of \$4,000.

Action 5: Students are encouraged to explore passion projects.	All 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	Supplemental Funds of \$30,000 for Passion for Learning research/project funds.
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GOAL:	Goal 3: We empower families to take an active role in their child's education.		Related State and/or Local Priorities: _1 X 2 X 3 _4 _5 _6 _7 _8 Local: N/A	
Identified Need:	<p>Effective homeschooling cannot occur without an active and engaged family.</p> <p>Homeschooling a child requires a diversity of skills and resources that not all families possess.</p>			
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Annually increase parent participation in workshops that support their homeschooling.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 6: Engage families in an active learning community through collaboration, workshops, and individual support of their homeschool instruction.	All Grades: All	X All	<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>	Supplemental Funds of \$10,000 for parent workshops.

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?

Original Goal from prior year LCAP:	Support and Empower a Community of Homeschoolers		Related State and/or Local Priorities: _1 X 2 X 3 _4 X 5 X 6 X 7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Annually increase parent participation in workshops that support their homeschooling.</p> <p>Continue high parent satisfaction of homeschooling support.</p> <p>Increase the number of opportunities for student sharing of learning activities, field trips, competitions, and performances through ERCLC events.</p> <p>Continue high student participation in quality enrichment and support classes.</p> <p>Offer individual or group "passion for learning" research/project funds.</p>	Actual Annual Measurable Outcomes:	<p>100 parents attended a new homeschool conference we initiated at the beginning of the year, and was very successful.</p> <p>The parent survey (March) indicated a high satisfaction of support for their homeschooling.</p> <p>We offered a two day professional development workshop on math that was attended by 40 parents.</p> <p>We offered monthly workshops on a variety of topics that was attended by over 60 parents (cumulative).</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1: Engage parents through meetings, professional development workshops, and ongoing support of their homeschool instruction.	<p>Supplemental Funds of \$10,000 for parent workshops.</p> <p>Staff salary and benefits costs of \$1,416,170.</p>	We offered a variety of professional development opportunities for parents and we met with all families at least every 20 days.	<p>\$4,650 for math workshops</p> <p>1 full day of all staff at homeschool conference</p> <p>Approximately 40 hours of staff time at parent professional development workshops.</p>

Scope of service:	All Grades: All		Scope of service:	All 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		
Action 2: Develop shared community learning experiences through field trips, activities, competitions, and performances.		\$25,00 for field trips including supplemental funds of \$15,000.	ERCLC participated in more shared learning experiences than ever before. ERCLC based events included the homeschooling conference, exploration day, Maker Faire, talent show, winter and spring showcase performances, research day, Bay Area Maker Faire, Bay Area HS trip, and Paris Passion Project. Plus many more students participated in county or regional events like drama, Science Olympiad, Reading Revolution, MATE, Poetry and Prose, Young Authors Faire, and more.	\$950 Sequoia forestry \$6034 Scicon \$561 Kearney Park \$843 Gateway Ice Center \$1870 Scicon Bus \$4846 for overnight stay in San Francisco	
Scope of service:	All Grades: All		Scope of service:	All 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>			<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>		
<p>Action 3: Engage students with a variety of enrichment and support that build on the 21st century skills of communication, collaboration, critical thinking, and creativity.</p>		<p>\$30,000 Program Instructors and Professional Services contracts including supplemental funds of \$7000.</p> <p>Passion for Learning research projects including supplemental funds of \$35,000.</p>	<p>We continued to offer a variety of enrichment and support classes for students in grades K-12.</p> <p>We initiated a new program of "Passion for Learning" research project funds.</p>	<p>In addition to the program instructor's expenditures, we spent \$7,200 from Supplemental and Concentration funding for professional services for music and science.</p> <p>We only spent about half -- \$17,000 of the budgeted \$35,000 for passion projects.</p>	
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades: All</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>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>What changes in actions, services, and expenditures</p>	<p>The success of the homeschool conference at the beginning of the year has led us to include this as an annual event.</p> <p>The success of the two day math workshop has led us to continue to offer that next year as well.</p> <p>The lower attendance at the monthly parent workshops has led us to change the format and time to hopefully attract more parents.</p> <p>We have slightly decreased the budget for passion project funding, but will also put more effort into recruiting students and families to participate.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>Implement State Standards and Increase Student Achievement</p>	<p>Related State and/or Local Priorities: X 1 X 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Grades: All</p>	
<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<p>Annually increase the resources at each grade level and subject area that are standards based and make annual decisions about their effectiveness for homeschool families.</p> <p>Increase annually the number of students that are assessed in key standards, with families given clear actions connected to those results.</p> <p>Individual goals will be set annually and monitored by students, parents, and EC. Establish baseline proficiencies in first year of CAASPP with annual increases in achievement.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>CAASPP</p> <p>118 out of 169 eligible students tested.</p> <p>Language Arts 52% Met or Exceeded State Standards</p> <p>Mathematics 25% Met or Exceeded State Standards</p> <p>MAP Assessments</p> <p>107 students participated in a pilot test of the NWEA MAP assessment, a nationally normed test in language arts and math. Beginning next year, ERCLC plans to implement this interim assessment with all students.</p> <p>Writing samples (3)</p> <p>Students submit writing samples in narrative, informational, and persuasive writing each year, which becomes a part of their ongoing writing portfolio. Education Coordinators provide feedback and offer suggestions when needed.</p>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action 4: Provide families with standars-based resources in math, reading, and writing and review these resources annually.		\$60,000 for textbook and instrucional materials, including Supplemental Funds of \$10,000.	We now have standards-based resources in Language Arts and Math, and are waiting on a revision of the standards for science and social studies. A review of our resources led to the purchase of several new resources that our families enjoy.		\$60,000 for instructional materials, including supplemental funds of \$12,384 for Learning A-Z, NWEA, and Dreambox.
Scope of service:	All Grades: All		Scope of service:	All 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		

<p>Action 5: Assess all students two times a year in reading, writing, and math standards using individual and state assessments to identify and act upon areas of student strength or need.</p>		<p>MAP assessments Supplemental Funds of \$4,000.</p>	<p>We gave students the option of taking the MAP assessment (which is a computer based assessment in reading and math skills), and 100 of our students chose to do so. We collected writing samples from all students in the three text type areas.</p>	<p>\$3,400 for MAP assessments. We expect this number to increase as we require all 2-12 grade students to participate. This year was an optimal trial period for the assessments.</p>
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All 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>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>	

Action 6: Students will increase achievement on individual goals and on standardized tests.		EC salaries and supplemental instructional materials (included in actions #1 and #4)	As this was both the first year for us to offer the MAP assessments as well as the CASSPP assessment (15-16 results are not yet available), we have only baseline data at this point.		\$3,300 for NWEA assessment services plus costs for NWEA conference in Portland, OR. We expect to spend more next year due to the increase in the number of students that will be taking the MAP assessment.
Scope of service:	All Grades: All		Scope of service:	All 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			<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		
What changes in actions, services, and expenditures	Families continue to struggle with the math curriculum, so we will continue to explore options available. The recently released ELA curriculum from most textbook publishers is not homeschool friendly, so we will continue to use a mixture of resources and methods. We were pleased with the trial run of the NWEA MAP assessments, so next year we will be implementing this assessment across grades 2-12 in the fall and winter. Students in grades K-1 will do a 1:1 assessment instead.				

Original Goal from prior year LCAP:	Improve our Facilities and Resources for Homeschoolers		Related State and/or Local Priorities: _1 X 2 X 3 X 4 X 5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Increase homeschooling resources to families annually through library resources and curriculum updates.</p> <p>Update our facilities so they are in good repair and better serve the needs of our learning community.</p>	Actual Annual Measurable Outcomes:	<p>We added several hundred new titles to our resource library, and purchased a reading resource: All About Reading, for early reading development.</p> <p>The classrooms were repainted, the floor in Elderberry was repaired, shade was added, a new deck was added, and a new trail was added.</p> <p>We are nearing completion on custom construction documents for three new buildings.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 7: Provide resources and training to students, parents, and staff.	<p>\$10,000 for library resources</p> <p>\$54,895 including supplemental funds of \$12,000 for Library Resource Coordinator.</p> <p>\$30,000 for technology including Supplemental funds of \$15,000.</p>	<p>As described in Action 1, we provided a significant amount and variety of training.</p> <p>The increased hours of the Library Resource Coordinator allowed for extended service throughout the year. And special education resources supported our students in their individualized needs.</p>	<p>\$60,000 for library resources</p> <p>Payroll cost of Library Resource Coordinator including \$12,000 in Supplemental funds.</p> <p>\$16,702 for Cutting Edge / special resources.</p>

Scope of service:	All Grades: All		Scope of service:	All. 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		
Action 8: Update our facilities so they are in good repair and better serve teh needs of our learning community.		\$70,000 facilities maintenance \$15,000 furnishings \$50,000 facilities improvements	We upgraded our Elderberry classroom with a new floor. We added shade to the parent deck, and added a new deck adjacent to the art room. We added a storage container to the garden. We also continue to plan for three new buildings on campus: a new staff buiding, a new parent building, and a new assembly building. Construction documents are still being prepared.	\$70,000 (+) on facilities maintenance \$10,000 on furnishings \$50,000 facilities improvements	
Scope of service:	All Grades: All		Scope of service:	All 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		

What changes in actions, services, and expenditures	<p>We expect to increase spending in science resources as spending in this area has been delayed until the new NGSS resources are available.</p> <p>We expect a significant increase in construction/facilities improvements costs, however most of this increase will come from a dedicated reserve for the construction project.</p> <p>Maintenance continues to be a high cost due to the age of our buildings/portables.</p>
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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:	142000
The enrollment of unduplicated low-income and Foster Youth pupils is estimated at 43% for 2016-17. Projected supplemental funds for these populations, to be used school-wide, will be \$142,000 in 2016-17. Our learning goals benefit all students, including low-income, English Language Learners, and Foster Youth. Funds are being used schoolwide since we are a single school district.	

- 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.

6.55	%
Our state calculated proportionality percentage is 6.55%. With our additional supplemental funds we are increasing resources for parent workshops, field trips, enrichment instruction, textbooks and materials, library resource coordinator, learning devices, and student project funds. While these will benefit all students, they should be of particular benefit to families that don't have the resources for professional development, educational trips, private lessons, additional books, or personal computers.	

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).