



Harriet Tubman Village Charter School

Local Control & Accountability Plan 2014-15

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

Introduction:

LEA: Harriet Tubman Village Charter School

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Harriet Tubman Village Charter School (HTVCS) is a direct-funded charter school serving over 370 students in grades K-8 in the College Area of San Diego. Harriet Tubman provides a rigorous instructional program for students through the collaborative efforts of the entire school community.</p> <p>HTVCS supports an atmosphere of active engagement to ensure students grasp knowledge and skills through a standards aligned curriculum. Our school adheres to a data-driven culture, where all adults are held accountable for ameliorating student achievement. In addition, technology is integrated into the curriculum to facilitate life long learning, inquiry-based instruction, research-based pedagogical strategies, critical thought and collaboration.</p> <p>Beginning Fall 2013, Harriet Tubman Village Charter School began collaboratively involving stakeholders in the process of planning, implementation and evaluation of educational programs and services for students and families in preparation for our school's charter renewal and as part of the Local Control & Accountability Plan (LCAP). As a result, the following documents were presented and reviewed:</p> <ul style="list-style-type: none"> • Charter Petition • SARC Report • 2012-14 CST Results (API & AYP) 	<p>The impact of the LCAP presentation and online questionnaire to all stakeholders resulted in the following identified goals:</p> <ul style="list-style-type: none"> • Professional Development on the Common Core State Standards • Continue to implement Student Led Conferences • Continue to provide academic intervention programs to accelerate student academic achievement including the Extended Learning Center • Develop Common Core aligned benchmark assessments • Strengthen parent involvement to include workshops, activities, and parent input in decision-making. <p>There was a total of 145 respondents from the online questionnaire that was made available to stakeholders comprised of staff, parents, students and community members:</p> <ul style="list-style-type: none"> • 12% of respondents identified as Parents • 68% identified as Students • 18% identified as School Staff • 2% identified as Community Members

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • SSD Plan • Strategic Planning Summary of changes • Student/school demographic data • State-approved Single School District Plan <p>Stakeholders attended informational meetings in April & May 2014, led by the school Principal, for the LCAP/LCFF and provided input towards the development of needs assessment. In addition, an online LCAP questionnaire was also made available to all stakeholders. Links to the questionnaire were posted in the school's website, correspondence sent home and the LCAP/LCFF PowerPoint presentation that was presented to all stakeholders. The online questionnaire addressed each of the 8 state priorities. Our school's principal reviewed and shared survey findings, which have been incorporated in the drafting of HTVCS's LCAP.</p> <p>A draft version of the LCAP was presented to all stakeholders and posted on our school's website for additional feedback, review and consultation, on May 30, 2014. In addition, the HTVCS governing board was also presented with the draft version of the LCAP report for their review and input.</p> <p>On June 13, 2014, a public hearing and discussion was held by the governing board to review the school's LCAP.</p> <p>On June 26, 2014, the LCAP and the 2014-15 school's budget were approved by the governing board.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: Provide High quality instruction, curriculum & assessments that are Common Core aligned	Goal #1: All students will be provided with rigorous, high quality core curriculum &	All Students	HTVCS		100% of students will receive instruction from a fully certified, high quality teacher with appropriate EL authorization;	100% of students will receive instruction from a fully certified, high quality teacher with appropriate EL authorization;	100% of students will receive instruction from a fully certified, high quality teacher with appropriate EL authorization;	Priority 1: Basic Services Priority 2: Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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METRIC: CALPADS, SARC Report, Benchmark Assessments, CAASPP Assessments, Classroom Observations, Teacher Survey	instruction. - HQ Teachers - Increase effectiveness of teachers - Access to CCSS aligned curriculum - Increase the percentage of students who will meet or exceed the expectations defined by the Common Core State Standards (CCSS)				100% teachers will implement various types of pedagogical strategies. 100% of students will have access to Common Core standards-aligned instructional materials and supplemental materials; Implement Common Core Aligned benchmark assessments for all students in ELA & Math. 2014-15 CAASPP	100% teachers will implement various types of pedagogical strategies. 100% of students will have access to Common Core standards-aligned instructional materials and supplemental materials; Implement Common Core Aligned benchmark assessments for all students in ELA & Math. Students scoring	100% teachers will implement various types of pedagogical strategies. 100% of students will have access to Common Core standards-aligned instructional materials and supplemental materials; Expand Common Core Aligned benchmark assessments in ELA, Math, Science & History. Students scoring	Priority 4: Student Achievement Priority 8: Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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					(ELA & math) assessment results will serve to establish a baseline.	proficient or above on the CAASPP in ELA & math will demonstrate at least one year of growth from 2015-16. Students scoring below proficient will improve by at least one performance level	proficient or above on the CAASPP in ELA & math will demonstrate at least one year of growth from 2016-17. Students scoring below proficient will improve by at least one performance level	
NEED: Increase student mastery of CCSS and ELD Standards. - Need to increase the number of EL who reclassify as Fluent English	Goal #2: Teachers will receive professional development on research-based strategies, ELD and ELA frameworks to improve	All Students English Learners	HTVCS		Students will receive instruction by teachers who are participating in CCSS ELA/ELD Framework training. EL students will	Students will receive instruction by teachers who continue to create, revise and reflect on subject matter lesson/unit plans. EL students will	Students will receive instruction by teachers who participate in peer observations and continue to build expertise on all core content areas. EL students will	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Proficient - Increase EL reclassification rates METRIC: Local Benchmark Assessments, CAASPP, CELDT, Reclassification Rates	EL attainment of English proficiency while mastering content				improve by one performance level annually as identified in CELDT. Establish a baseline for Reclassification Rates.	improve by one performance level annually as identified in CELDT Increase EL reclassification rate by 5% after 1 year of continuous enrollment	improve by one performance level annually as identified in CELDT Increase EL reclassification rate by 5% after 1 year of continuous enrollment	Priority 8: Other Student Outcomes
NEED: To strengthen parent involvement to support student academic success, input in decision-making & promote parent	Goal #3: Strengthen parent involvement to include workshops, activities, and parent input in decision-making.	All Students	HTVCS		Ensure parent representative in the school's governing board. Host at least 3 school wide events annually that includes community-building activities.	Ensure parent representative in the school's governing board. Host at least 4 school wide events annually to engage parents and community members.	Ensure parent representative in the school's governing board. Host at least 5 school wide events annually to engage parents and community members.	Priority 3: Parental Involvement Priority 4: Student Achievement Priority 5: Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
participation. METRIC: Parent surveys, attendance at workshops & school wide events					Develop an outreach plan to increase parent participation in SSC, ELAC and parent monthly meetings. Administer annual parent survey.	Implement outreach plan for increasing parent participation in SSC, ELAC & Parent monthly meetings. Administer annual parent survey	Continue to implement outreach plan for increasing parent participation in SSC, ELAC & Parent monthly meetings. Administer annual parent survey	
NEED: Improve school climate to engage student learning through the use of HT Freedom Rights & Social responsibility Projects. METRIC:	GOAL #4: The school provides a safe, well-maintained facility and positive learning climate that support the academic, social, emotional	All Students	HTVCS		All students will receive instruction in facilities that are safe, secure, clean and well maintained. Hosts at least 2 Student Led Conferences (Presentations of Learning)	All students will receive instruction in facilities that are safe, secure, clean and well maintained. Hosts at least 3 Student Led Conferences (Presentations of Learning)	All students will receive instruction in facilities that are safe, secure, clean and well maintained. Hosts at least 4 Student Led Conferences (Presentations of Learning)	Priority 1: Basic Services Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 6: School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
SARC, CALPADS, attendance rates, MS Dropout rates, chronic absenteeism rates, suspension & expulsion rate, parent and student surveys	and physical needs of all students.				Implement Monthly Assembly of Freedom Rights & Student recognition. Ensure all students & staff are annually trained in Restorative Practices. Appoint Student Peace Ambassadors annually. Maintain suspension rates at <1% Maintain expulsion rates at <1%	Implement Monthly Assembly of Freedom Rights & Student recognition. Ensure all students & staff are annually trained in Restorative Practices. Appoint Student Peace Ambassadors annually. Maintain suspension rates at <1% Maintain expulsion rates at <1%	Implement Monthly Assembly of Freedom Rights & Student recognition. Ensure all students & staff are annually trained in Restorative Practices. Appoint Student Peace Ambassadors annually. Maintain suspension rates at <1% Maintain expulsion rates at <1%	
NEED: Ensure all students	Goal #5: To provide	All Students	HTVCS		All students will demonstrate	All students will demonstrate	All students will demonstrate	Priority 5: Student

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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graduate prepared for HS and College. METRIC: Attendance rates, MS Dropout rates, chronic absenteeism rates, suspension & expulsion rate, student surveys	increased opportunities that support student engagement in learning through technology based activities & project-based learning				social responsibility by working to improve their school & community. 100% of 8 th graders will develop their UC A-G Academic Plan for HS. 100% of Grade 6-8 students will participate in College Field Trips 100% of students will participate in school wide projects annually. All students in	social responsibility by working to improve their school & community. 100% of 8 th graders will develop their UC A-G Academic Plan for HS. 100% of Grade 6-8 students will participate in College Field Trips 100% of students will participate in school wide projects annually. All students in	social responsibility by working to improve their school & community. 100% of 8 th graders will develop their UC A-G Academic Plan for HS. 100% of Grade 6-8 students will participate in College Field Trips 100% of students will participate in school wide projects annually. All students in	Engagement Priority 6: School Climate Priority 8: Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>Grades 3-8 will receive instruction on computer literacy and typing skills.</p> <p>Implement a 1:1 Google Chromebooks for students in Grades 7-8</p>	<p>Grades 3-8 will receive instruction on computer literacy and typing skills.</p> <p>Expand 1:1 Google Chromebooks for students in Grades 5-6</p>	<p>Grades 2-8 will receive instruction on computer literacy and typing skills.</p> <p>Implement 1:1 Chromebooks for students in Grades 3-4</p>	
<p>NEED: To identify students who are struggling academically, at-risk, and provide targeted instruction and support.</p> <p>METRIC: CAASPP, DRA</p>	<p>Goal #6: To provide increased opportunities to support academic achievement.</p>	<p>All Students</p> <p>English Learners</p> <p>Low Income</p> <p>Foster Youth</p>	HTVCS		<p>100% of all students will be assessed in Reading twice per year.</p> <p>Develop baseline growth targets for Students with Disabilities.</p> <p>Identify at-risk, and/or</p>	<p>Expand Reading assessment to 3 times/year for grades 3-8.</p> <p>Ensure 100% of Students with Disabilities meet annual IEP Goals.</p> <p>Identify at-risk, and/or</p>	<p>Expand Reading assessment to 4 times/year for grades K-2.</p> <p>Ensure 100% of Students with Disabilities meet annual IEP Goals.</p> <p>Identify at-risk, and/or</p>	<p>Priority 2: Implementation of the Common Core State Standards</p> <p>Priority 5: Student Engagement</p> <p>Priority 6: School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Results, Student surveys, CAASPP					academically struggling students during SST. Develop an individualized learning plan with growth targets for each student. Ensure 100% of "at-risk" Grade 6-8 students are enrolled in Extended Day Program/Extended Learning Center. Provide 2 Intensive Intervention ½ days twice per year.	academically struggling students during SST. Develop an individualized learning plan with growth targets for each student. Ensure 100% of "at-risk" Grade 6-8 students are enrolled in Extended Day Program/Extended Learning Center. Provide 2 Intensive Intervention ½ days twice per year. Assess program efficacy.	academically struggling students during SST. Develop an individualized learning plan with growth targets for each student. Ensure 100% of "at-risk" Grade 6-8 students are enrolled in Extended Day Program/Extended Learning Center. Provide 2 Intensive Intervention ½ days twice per year. Assess program efficacy.	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: All students will be provided with rigorous, high quality core curriculum & instruction. - HQ Teachers - Increase effectiveness of teachers - Access to CCSS aligned curriculum - Increase the percentage of students who will meet or exceed the	Priority 1: Basic Services	Teacher Quality, Highly Qualified Teacher	LEA-wide		No cost – ensure that all teachers are highly qualified.	No cost – ensure that all teachers are highly qualified.	No cost – ensure that all teachers are highly qualified.
	Priority 2: Implementation of State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes	Authorizations, Live Scan, Credential Clearance costs, Teacher exit survey, BTSA Program Costs. Costs associated with a full-time Instructional Program Coordinator, who will observe teacher/classrooms, provide feedback, & collaborate with the teaching faculty on lesson planning, instructional			Full-time Instructional Program Coordinator - \$80,000 [Title I and LCFF base]	Full-time Instructional Program Coordinator - \$82,000 [Title I and LCFF base]	Full-time Instructional Program Coordinator - \$84,000 [Title I and LCFF base]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
expectations defined by the Common Core State Standards (CCSS)		practice.					
Goal #1: All students will be provided with rigorous, high quality core curriculum & instruction. - HQ Teachers - Increase effectiveness of teachers - Access to CCSS aligned curriculum - Increase the percentage of students who will	Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes	Costs associated with the Purchase of Common Core aligned curricular & instructional materials for ELA & Math (grades K-8) History & Science CCSS Curricular and instructional materials 2016-17. Costs associated with Guided Reading Program	LEA-wide		Purchase \$25,000 in CCSS materials for grades K-8 (focus on ELA) [LCFF base] No Cost Purchase \$10,000 Guided Reading leveled readers (Fountas and	Purchase \$25,000 in CCSS materials for grades K-8 (focus on Math) [LCFF base] No Cost Continue to implement Guided Reading - \$5,000 for additional	Continue to implement CCSS instructional materials Purchase \$25,000 in CCSS materials for K-8 (focus on History and Science) [LCFF base] Continue to implement Guided Reading - \$5,000 for additional

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
meet or exceed the expectations defined by the Common Core State Standards (CCSS)					Pinnell) for grades 3-5 [LCFF S&C increase]	leveled readers for grades K-5	leveled readers for grades K-5
Goal #1: All students will be provided with rigorous, high quality core curriculum & instruction. - HQ Teachers - Increase effectiveness of teachers - Access to CCSS aligned curriculum - Increase the percentage of students	Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes	Costs for administering CAASPP Testing. IT Consultant for infrastructure upgrades, maintenance, and preparation for SBAC/ CAASPP testing. Costs associated with the purchase of benchmark assessments for ELA & math.	LEA-wide		Unknown IT Consultant/ Personnel - \$34,000 [LCFF base] Purchase Action Learning Systems benchmark assessments (ELA and Math) - \$2000 [LCFF increase]	Unknown IT Consultant/ Personnel - \$35,000 [LCFF base] Purchase Action Learning Systems benchmark assessments (ELA and Math) - \$2000 [LCFF increase]	Unknown IT Consultant/ Personnel - \$36,000 [LCFF base] Purchase Action Learning Systems benchmark assessments (ELA and Math) - \$2000 [LCFF increase]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
who will meet or exceed the expectations defined by the Common Core State Standards (CCSS)		Costs associated with the purchase of benchmark assessments for History & Science (2016-17) Costs for Data Analyst to collect, disaggregate, analyze and present data.			No Cost	No Cost	Purchase Action Learning Systems benchmark assessments (Hist. and Sci.) - \$2000 [LCFF base]
Goal #2: Teachers will receive professional development on research-based strategies, ELD and ELA frameworks to improve EL attainment of English proficiency	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes	Costs associated with Professional Development on the following: <ul style="list-style-type: none"> Common Core State Standards including NGSS Gradual Release of Responsibility School wide Writing Project Professional Learning Communities 	LEA-wide		\$70,000 for educational consultants and trainings [LCFF base]	\$70,000 for educational consultants and trainings [LCFF base]	\$70,000 for educational consultants and trainings [LCFF base]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
while mastering content		<ul style="list-style-type: none"> • Focused Literacy Blocks • Teach for Success • Research-based pedagogical strategies: Differentiated Instruction, Project & Problem-based Learning, Webb's Depth of Knowledge) • Freedom Rights Character Development • Restorative Practice Principles • Using Technology to enhance and engage student learning (21st Century, & Google Apps for Education Training) 					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> Using data to drive instructional practice 					
Goal #3: Strengthen parent involvement to include workshops, activities, and parent input in decision-making.	Priority 3: Parental Involvement Priority 4: Student Achievement Priority 5: Student Engagement	Costs for a full-time Parent Liaison Costs associated with implementation of SSC, ELAC, parent advisory group, and school wide parent events and workshops on: <ul style="list-style-type: none"> Understanding Common Core State Standards Supporting your child academically Freedom Rights Restorative Practices Preparing your child for college (UC A-G, financial aid, navigating the 	LEA-wide		Parent Liaison - \$25,000 [LCFF base] \$2,000 for costs associated with parent/school events (baby-sitting, refreshments, etc.) [LCFF base]	Parent Liaison - \$26,000 [LCFF base] \$2,000 for costs associated with parent/school events (baby-sitting, refreshments, etc.) [LCFF base]	Parent Liaison - \$27,000 [LCFF base] \$2,000 for costs associated with parent/school events (baby-sitting, refreshments, etc.) [LCFF base]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		public education system, etc.) • PIQUE – parent participation Costs incurred from 9-week parent certification course.			\$500 for costs incurred from PIQE course [LCFF base]	No Cost (program ends in 2014-2015)	No Cost (program ends in 2014-2015)
Goal #3: Strengthen parent involvement to include workshops, activities, and parent input in decision-making.	Priority 3: Parental Involvement Priority 4: Student Achievement Priority 5: Student Engagement	Costs associated with hosting school wide events annually that include community-building activities	LEA-wide		\$5,500 for costs associated with community-building activities (Honor Roll assemblies, 5 th Grade Luau, Tubman Dollars, Bravo Cards, etc.) [LCFF base]	\$5,500 for costs associated with community-building activities (Honor Roll assemblies, 5 th Grade Luau, Tubman Dollars, Bravo Cards, etc.) [LCFF base]	\$5,500 for costs associated with community-building activities (Honor Roll assemblies, 5 th Grade Luau, Tubman Dollars, Bravo Cards, etc.) [LCFF base]
GOAL #4: The school provides a safe, well-maintained facility and positive learning	Priority 1: Basic Services Priority 2: Implementation of the CCSS Priority 4:	Costs associated with hosting at least 2 Student Led Conferences (Presentations of Learning) whereby students take ownership of data	LEA-wide		\$1,500 for data binders to be used in conferences [LCFF base]	\$1,500 for data binders to be used in conferences [LCFF base]	\$1,500 for data binders to be used in conferences [LCFF base]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
climate that support the academic, social, emotional and physical needs of all students.	Student Achievement Priority 6: School Climate	and develop individualized academic goals. Costs associated with hosting monthly Assembly of Freedom Rights & Student recognition awards to support a positive school climate. Costs associated with training staff on Restorative Practices.			\$3,000 for refreshments and prizes/rewards [LCFF base]	\$3,000 for refreshments and prizes/rewards [LCFF base]	\$3,000 for refreshments and prizes/rewards [LCFF base]
Goal #5: To provide increased opportunities that support student engagement in learning through technology based	Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes	Costs for full-time counselor & AVID Program Coordinator for: <ul style="list-style-type: none"> Academic counseling Assisting grade 8 students with UC A-G Academic Plan Financial Aid 	LEA-wide		Full-time Counselor - \$70,000 [LCFF base] AVID Program Coordinator - \$1,000 for training and stipend [LCFF S&C increase]	Full-time Counselor - \$73,000 [LCFF base] AVID Program Coordinator - \$1,000 for training and stipend [LCFF S&C increase]	Full-time Counselor - \$75,000 [LCFF base] AVID Program Coordinator - \$1,000 for training and stipend [LCFF S&C increase]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
activities & project-based learning		Workshop <ul style="list-style-type: none"> Behavioral Issues Planning College & University Field Trips and events Costs associated with 6 th Grade Camp.			6 th Grade Camp - \$13,000 [LCFF base]	6 th Grade Camp - \$13,000 [LCFF base]	6 th Grade Camp - \$13,000 [LCFF base]
Goal #5: To provide increased opportunities that support student engagement in learning through technology based activities & project-based learning	Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes	Costs for IT Specialist to provide: <ul style="list-style-type: none"> Tech Support Installation of hardware and software Infrastructure upgrades for Chromebook implementation and preparation for CAASPP testing 	LEA-wide		IT Consultant for Chromebook maintenance and teacher training - \$7,500 [LCFF base]	IT Consultant for Chromebook maintenance and teacher training - \$7,500 [LCFF base]	IT Consultant for Chromebook maintenance and teacher training - \$7,500 [LCFF base]

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Costs for purchasing 100 Chromebooks Costs for designing and implementing a typing and computer literacy course for students in preparation for the CAASPP testing.			Purchase 100 Chromebooks and mobile carts – \$30,000 [LCFF S&C increase) Unknown	Purchase 100 Chromebooks and mobile carts – \$30,000 [LCFF S&C increase) Unknown	Purchase 100 Chromebooks and mobile carts – \$30,000 [LCFF S&C increase) Unknown
Goal #6: To provide increased opportunities to support academic achievement	Priority 2: Implementation of the Common Core State Standards Priority 5: Student Engagement Priority 6: School Climate	Costs associated with implementing DRA in grades K-8 including testing coordinator. Costs associated with SST including developing individualized learning plans for every student.	LEA-wide		Administer DRA 4x per year in grades K-5 - \$9,600 for substitutes and materials [LCFF S&C base) Data Meetings 2x per year - \$7,200 for substitutes [LCFF base]	Administer DRA 4x per year in grades K-8 - \$14,400 for substitutes and materials [LCFF S&C base) Data Meetings 2x per year - \$7,200 for substitutes [LCFF base]	Administer DRA 4x per year in grades K-8 - \$14,400 for substitutes and materials [LCFF S&C base) Data Meetings 2x per year - \$7,200 for substitutes [LCFF base]
Goal #6: To provide increased opportunities to support	Priority 2: Implementation of the Common Core State Standards	Costs associated with the Extended Learning Center Program targeted for at-risk, low-	LEA-wide		Extended Learning Center for grades 6-8, 2x week with teachers and	Extended Learning Center for grades 6-8, 2x week with teachers and	Extended Learning Center for grades 6-8, 2x week with teachers and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
academic achievement	Priority 5: Student Engagement Priority 6: School Climate	performing students in grades 6-8 (twice per week). The ELC provides academic tutoring, organizational skills workshop, small group instruction with teachers.			tutors - \$5,000 [LCFF S&C base]	tutors - \$5,000 [LCFF S&C base]	tutors - \$5,000 [LCFF S&C base]
Goal #6: To provide increased opportunities to support academic achievement	Priority 2: Implementation of the Common Core State Standards Priority 5: Student Engagement Priority 6: School Climate	Costs associated with 2 intensive intervention ½ day workshops, twice per year (Fall & Spring)	LEA-wide		Intensive Intervention Weeks 2x year - \$40,000 [LCFF S&C increase]	Intensive Intervention Weeks 2x year - \$41,000 [LCFF S&C increase]	Intensive Intervention Weeks 2x year - \$42,000 [LCFF S&C increase]

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For low income pupils:					
GOAL #4: The school provides a safe, well-maintained facility and positive learning climate that support the academic, social, emotional and physical needs of all students.	Priority 1: Basic Services Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 6: School Climate	Costs for bus passes (to increase attendance) Costs for providing school uniforms.	LEA-wide		Bus Passes (\$360 per student, per year) - \$3,600 [LCFF base] School Uniforms - \$1,000 [LCFF base]	Bus Passes (\$360 per student, per year) - \$3,600 [LCFF base] School Uniforms - \$1,000 [LCFF base]	Bus Passes (\$360 per student, per year) - \$3,600 [LCFF base] School Uniforms - \$1,000 [LCFF base]
Goal #6: To provide increased	Priority 2: Implementation of the Common	Costs for after-school academic tutoring	LEA-wide		After-school tutoring - \$20,000 [ASES	After-school tutoring - \$20,000 [ASES	After-school tutoring - \$20,000 [ASES

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
opportunities to support academic achievement	Core State Standards Priority 5: Student Engagement Priority 6: School Climate	(intervention)			grant and LCFF base]	grant and LCFF base]	grant and LCFF base]
		For English learners:					
Goal #2: Teachers will receive professional development on research-based strategies, ELD and ELA frameworks to improve EL attainment of English proficiency while mastering content	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes	Costs associated with Professional Development on CCSS ELA & ELD Framework, interpreting CELDT results & supporting ELL's academically.	LEA-wide		Professional development through SDCOE, plus substitutes - \$4,000 [LCFF base]	Professional development through SDCOE, plus substitutes - \$4,000 [LCFF base]	Professional development through SDCOE, plus substitutes - \$4,000 [LCFF base]

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #2: Teachers will receive professional development on research-based strategies, ELD and ELA frameworks to improve EL attainment of English proficiency while mastering content	Priority 2: Implementation of the CCSS	Costs associated with providing ELD Services to improve student achievement for English Learners (Program & service costs), including CELDT Coordinator, and prevent Long-term EL	LEA-wide		Instructional aides - \$70,000 [LCFF base]	Instructional aides - \$70,000 [LCFF base]	Instructional aides - \$70,000 [LCFF base]
	Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes				Purchase ELD curriculum, grades 3-5 - \$6,000 [Title III and LCFF base]	Purchase ELD curriculum, grades K-2 - \$6,000 [Title III and LCFF base]	Continue implementing ELD curriculum
		For foster youth:					
GOAL #4: The school provides a safe, well-maintained facility and positive learning climate that support the academic,	Priority 1: Basic Services	Costs for bus passes (to increase attendance)	LEA-wide		Bus Passes (\$360 per student, per year) - \$3,600 [LCFF base]	Bus Passes (\$360 per student, per year) - \$3,600 [LCFF base]	Bus Passes (\$360 per student, per year) - \$3,600 [LCFF base]
	Priority 2: Implementation of the CCSS Priority 4: Student Achievement	Costs for providing school uniforms.			School Uniforms - \$1,000 [LCFF base]	School Uniforms - \$1,000 [LCFF base]	School Uniforms - \$1,000 [LCFF base]

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
social, emotional and physical needs of all students.	Priority 6: School Climate						
Goal #6: To provide increased opportunities to support academic achievement	Priority 2: Implementation of the Common Core State Standards Priority 5: Student Engagement Priority 6: School Climate	Costs for after-school academic tutoring (intervention)	LEA-wide		After-school tutoring - \$20,000 [ASES grant and LCFF base]	After-school tutoring - \$20,000 [ASES grant and LCFF base]	After-school tutoring - \$20,000 [ASES grant and LCFF base]
		For redesignated fluent English proficient pupils:					
Goal #2: Teachers will receive professional development on research-based strategies, ELD and ELA	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5:	Costs associated with Professional Development on CCSS ELA & ELD Framework, interpreting CELDT results & supporting ELL's academically.	LEA-wide		Professional development through SDCOE, plus substitutes - \$4,000 [LCFF base]	Professional development through SDCOE, plus substitutes - \$4,000 [LCFF base]	Professional development through SDCOE, plus substitutes - \$4,000 [LCFF base]

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
frameworks to improve EL attainment of English proficiency while mastering content	Student Engagement Priority 8: Other Student Outcomes						
Goal #2: Teachers will receive professional development on research-based strategies, ELD and ELA frameworks to improve EL attainment of English proficiency while mastering content	Priority 2: Implementation of the CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 8: Other Student Outcomes	Costs associated with providing ELD Services to improve student achievement for English Learners (Program & service costs), including CELDT Coordinator, and prevent Long-term EL	LEA-wide		Instructional aides - \$70,000 [LCFF base] Purchase ELD curriculum, grades 3-5 - \$6,000 [Title III and LCFF base]	Instructional aides - \$70,000 [LCFF base] Purchase ELD curriculum, grades K-2 - \$6,000 [Title III and LCFF base]	Instructional aides - \$70,000 [LCFF base] Continue implementing ELD curriculum, grades K-5

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The charter school projects to receive an increase in LCFF funding for 2014-15 of approximately **\$287,861** over the prior year (2013-14), attributed to supplemental and concentration grant (S&C) funding. The projected unduplicated count of Low-Income students (eligible for free/reduced priced meals), English Learners, and foster youth used for determining the 2020-21 target funding level is estimated to be **91.14%** of the charter school's total CBEDs enrollment as of October 2, 2013.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Charter school calculates that the percentage by which services for unduplicated pupils must be increased or improved compared to services for all pupils in the LCAP year is **11.59%**.

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