

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

**Introduction:**

Highland Academy Charter School

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LCAP Year: 2014-2015

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>All parents and students have been invited to meetings held at the school site which were scheduled in order for the school to gather information on their respective opinions related to the LCAP. The school has also sent home opinion surveys to gather more information. The meeting surveys have been sent out more than 45 days prior to the submission deadline to allow for sufficient time to gather, analyze, and present data for the LCAP. The families were provided with an overview of the LCAP requirements, as well as the LCFF funding model. They were also provided with the number of unduplicated students at the school so that they could understand the nature of the process we are undergoing to develop the LCAP. They were also provided with an overview of the Highland Academy Charter School Charter Petition so as to help them grasp the mission of the school moving forward. The entirety of the LCAP was written after receiving feedback from parents, stakeholders, and other necessary personnel.</p>	<p>The information gathered from the stakeholders, parents, etc. have guided the administration to help us focus on student achievement and success and conduct the operation of the school accordingly. The programs and implementation plans below reflect the input provided by parents, students, and staff members.</p>

**Section 2: Goals and Progress Indicators**

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, <u>all priorities in statute must be included</u> and identified; each goal may be linked to more than one priority if
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>Need:</b> Improved Proficiency in ELA (literacy and writing)</p> <p><b>Metrics:</b> School assessments, student work, Percent of work completed</p>	The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually	All	Highland Academy Charter School		The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by a minimum of 5%	The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by a minimum of 5%	The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by a minimum of 5%	Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Course Access; School Climate; Other Student Outcomes

<p><b>Need:</b> Improved Proficiency in math</p> <p><b>Metrics:</b> School assessments, student work, Percent of work completed</p>	<p>The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by a minimum of 5%</p>	<p>All</p>	<p>Highland Academy Charter School</p>		<p>The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by a minimum of 5%</p>	<p>The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by a minimum of 5%</p>	<p>The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually by a minimum of 5%</p>	<p>Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Course Access; School Climate; Other Student Outcomes</p>
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**Section 3: Actions, Services, and Expenditures**

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually	Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Course Access; School Climate; Other Student Outcomes	<ul style="list-style-type: none"> <li>• Access to Common Core aligned curriculum and material</li> <li>• Highly qualified teachers in all classes</li> <li>• Provide Professional Development annually</li> <li>• Provide ELA intervention as needed</li> <li>• Provide &amp; maintain safe facilities for learning</li> <li>• Provide aides, tutoring as needed</li> <li>• Provide instructional support classes (Study Hall, etc.)</li> <li>• Access to Technology for all students</li> </ul>	School-wide		Professional Development and Conferences: \$10,000 - Unrestricted General Fund  1:1 Laptop Use for all students: \$64,800 - Unrestricted General Fund  Study Hall: \$7,500 - Unrestricted General Fund	Professional Development and Conferences: \$10,000 - Unrestricted General Fund  1:1 Laptop Use for all students: \$25,920 - Unrestricted General Fund  Study Hall: \$7,500 - Unrestricted General Fund	Professional Development and Conferences: \$10,000 - Unrestricted General Fund  1:1 Laptop Use for all students: \$25,920 - Unrestricted General Fund  Study Hall: \$15,000 - Unrestricted General Fund

<p>The Percentage of students who demonstrate grade-level proficiency in Math (literacy and writing) will increase annually</p>	<p>Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Course Access; School Climate; Other Student Outcomes</p>	<ul style="list-style-type: none"> <li>•Access to Common Core aligned curriculum and material</li> <li>•Highly qualified teachers in all classes</li> <li>•Provide Professional Development annually</li> <li>•Provide math intervention as needed</li> <li>•Provide &amp; maintain safe facilities for learning</li> <li>•Provide aides, tutoring as needed</li> <li>•Provide instructional support classes (Study Hall, etc.)</li> <li>•Access to Technology for all students</li> </ul>	<p>School-wide</p>		<p>Professional Development and Conferences: \$10,000 - Unrestricted General Fund</p> <p>1:1 Laptop Use for all students: \$64,800 - Unrestricted General Fund</p> <p>Study Hall: \$7,500 - Unrestricted General Fund</p>	<p>Professional Development and Conferences: \$10,000 - Unrestricted General Fund</p> <p>1:1 Laptop Use for all students: \$25,920 - Unrestricted General Fund</p> <p>Study Hall: \$7,500 - Unrestricted General Fund</p>	<p>Professional Development and Conferences: \$10,000 - Unrestricted General Fund</p> <p>1:1 Laptop Use for all students: \$25,920 - Unrestricted General Fund</p> <p>Study Hall: \$15,000 - Unrestricted General Fund</p>
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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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
The Percentage of students who demonstrate grade-level proficiency in ELA and Math will increase annually	Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Course Access; School Climate; Other Student Outcomes	For low income pupils: - Hire Staff member to serve as ELA Coach and another staff member to serve as Math tutor. - Access to ELA Coach and Math tutor; Provide option for students to attend H.O.W.L. (after school enrichment program)	School-Wide		ELA Coach: \$7500.00 - Unrestricted General Fund  Math Tutor: \$7500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund	ELA Coach: \$22500.00 - Unrestricted General Fund  Math Tutor: \$22500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund	ELA Coach: \$22500.00 - Unrestricted General Fund  Math Tutor: \$22500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund
The Percentage of students who demonstrate grade-level proficiency in ELA and Math will increase annually	Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Course Access; School Climate; Other Student Outcomes	For English Learner pupils: - Hire Staff member to serve as ELA Coach and another staff member to serve as Math tutor. - Access to ELA Coach and Math tutor; Provide option for students to attend H.O.W.L. (after school enrichment program)	School-Wide		ELA Coach: \$7500.00 - Unrestricted General Fund  Math Tutor: \$7500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund	ELA Coach: \$22500.00 - Unrestricted General Fund  Math Tutor: \$22500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund	ELA Coach: \$22500.00 - Unrestricted General Fund  Math Tutor: \$22500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund

The Percentage of students who demonstrate grade-level proficiency in ELA and Math will increase annually	Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Course Access; School Climate; Other Student Outcomes	For foster youth pupils: - Hire Staff member to serve as ELA Coach and another staff member to serve as Math tutor. - Access to ELA Coach and Math tutor; Provide option for students to attend H.O.W.L. (after school enrichment program)	School-Wide		ELA Coach: \$7500.00 - Unrestricted General Fund  Math Tutor: \$7500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund	ELA Coach: \$22500.00 - Unrestricted General Fund  Math Tutor: \$22500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund	ELA Coach: \$22500.00 - Unrestricted General Fund  Math Tutor: \$22500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund
The Percentage of students who demonstrate grade-level proficiency in ELA and Math will increase annually	Student Achievement; Parental Involvement; Implementation of CCSS; Basic Services; Student Engagement; Course Access; School Climate; Other Student Outcomes	For reclassified English Learner youth pupils: - Hire Staff member to serve as ELA Coach and another staff member to serve as Math tutor. - Access to ELA Coach and Math tutor; Provide option for students to attend H.O.W.L. (after school enrichment program)	School-Wide		ELA Coach: \$7500.00 - Unrestricted General Fund  Math Tutor: \$7500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund	ELA Coach: \$22500.00 - Unrestricted General Fund  Math Tutor: \$22500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund	ELA Coach: \$22500.00 - Unrestricted General Fund  Math Tutor: \$22500.00 - Unrestricted General Fund  H.O.W.L. (After School program): \$8325.00 - Unrestricted General Fund

A. 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 district-wide or school-wide 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.)

	2014-2015	2015-2016	2016-2017
Estimated Total LCFF Funding	\$973,072	\$1,315,858	\$1,343,699
Estimated Bas Grant Funding	\$185,347	\$250,647	\$255,943
Estimated Total of Supplemental and Concentration Grants	\$100,00	\$100,000	\$0.00
Proportional increase or improvement in services for low income students as compared to the services provided to all pupils during that fiscal year	3.4%	4.1%	3.9%

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

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

U.S.C. Section 6312.

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