

Introduction:

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LCAP

Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate

each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>REACH Leadership Academy School of Math, Science & Technology was created to close the achievement gap for under-served youth within our local community. Authorized by Riverside Unified School District in April 2012, the charter school's vision of involving stakeholders in the decision-making process and school governance has lent itself to an ongoing dialogue between the school and its families, students, and community members. The open dialogue between the school and its stakeholders has, consequently, facilitated a seamless involvement process when constructing the Local Control Accountability Plan (LCAP). Beginning in September 2013, the school's director met regularly with various stakeholder groups. Feedback from stakeholders was solicited and used to drive LCAP goals and action steps. Local goals from the charter school petition were cross-referenced in the development of the school's LCAP.</p> <p>LCAP goals and action steps have been modified to reflect the statutory requirements explicitly applicable to charter schools pursuant to Education Code sections 47605, 47605.5, and 47606.5.</p> <p>Advisory Committees and Stakeholder groups include:</p> <ul style="list-style-type: none"> ● English Language Learner Committee (ELAC) ● Parent Teacher Organization (PTO) ● Teacher & Staff Stakeholder Groups ● Monthly Meetings with Director <p><u>LCAP Committee</u> Stakeholder meeting- September 11, 2013</p>	<p>The REACH LCAP was constructed using input from a wide range of stakeholder groups. The information gathered from stakeholder meetings was synthesized into specific areas of concern and has been incorporated into the REACH LCAP goals and action steps for 2014-2015.</p> <p>Several areas of concern were identified as follows:</p> <ol style="list-style-type: none"> 1. Stakeholder groups expressed a need to know student progress in real-time in order to increase student achievement. Parents, in particular, articulated a desire to know academic progress as early as possible in order to provide better support at home. 2. ELAC Committee expressed concern with regards to CELDT assessments and would like explicit training in how to improve English proficiency levels and increase redesignation rates. 3. Certified staff review of assessment data identified a need for additional teaching strategies to support English Language (EL) and Low-Income students 4. Additional stakeholders expressed a desire to see an increase in STEM offerings and an increase in project-based learning as outlined in the charter petition.

Stakeholder meeting- October 9, 2013

Time spent with committees and various groups was dedicated to actively promoting public input in order to obtain stakeholder perspectives. Information from meetings was recorded and coded by theme and organized into areas of need. Information gathered from stakeholders was used to modify charter-school petition goals and actions and are reflected in the LCAP.

Coffee with the Director

Stakeholder meeting- September 11, 2013

Stakeholder meeting- October 9, 2013

Stakeholder meeting- November 13, 2013

Stakeholder meeting- December 11, 2013

Stakeholder meeting- January 8, 2014

Stakeholder meeting- February 12, 2014

Stakeholder meeting- March 12, 2014

Stakeholder meeting- April 28, 2014

Stakeholder meeting- May 14, 2014

Parent Teacher Organization (PTO)

Stakeholder meeting- September 16, 2013

Stakeholder meeting- October 21, 2013

Stakeholder Meeting- December 9, 2013

Stakeholder meeting- January 13, 2014

Stakeholder meeting- June 9, 2014

ELAC Meetings

Stakeholder meeting- September 16, 2013

Stakeholder meeting- November 18, 2013

Stakeholder meeting- January 13, 2014

Stakeholder meeting- May 20, 2014

Teaching Staff

Stakeholder meeting- January 24, 2014

Stakeholder meeting- March 14, 2014

Stakeholder meeting- April 18, 2014

Stakeholder meeting- June 13, 2014

Classified Staff

5. In order to boost student achievement on standardized and common assessments, stakeholder groups expressed an interest in increasing technology and IT network capacity and technology access for all students –particularly English Learners and low-income students.
6. Teacher and Staff Stakeholder groups expressed concern with Student Attendance Rate and Average Daily Attendance.

Based on stakeholder feedback and identified areas of concern, the areas of need were coded as follows:

1. Improve student achievement for all students through quality instruction by focusing on targeted professional development for teachers and classroom aides.
2. Actively engage all students in the learning process and improve student outcomes in Math and English Language Arts (ELA) through small, differentiated, flexible instructional groups.
3. Use ongoing assessment data to inform instruction and support individual student learning.
4. Provide explicit, targeted instruction to small groups of students who need additional support.
5. Group intervention groups according to need as identified by DIBLES measures in both ELA & Math
6. Increase achievement level of English Learners -namely redesignation rates for students annually.
7. Increase student achievement by increasing parent involvement
8. Promote Digital Literacy by increasing technology access and educational software targeting underperforming students.

Create policies that support an increase in Average Daily Attendance Rates.

<p>Stakeholder meeting- January 9, 2014 Stakeholder meeting- March 13, 2014</p> <p>Time spent with committees and various groups was dedicated to actively promoting public input in order to obtain stakeholder perspectives. Information from meetings was recorded and coded by theme and organized into areas of need. Information gathered from stakeholders was used to modify charter-school petition goals and actions and are reflected in the LCAP.</p>	
<p>Annual Update:</p> <p><u>Stakeholder involvement:</u> New LCAP Committee formed. The committee consisted of various stakeholders including parents, teachers, school administration, and other school personnel. The school’s CELDT Coordinator also served as the English Language representative and communicated with the committee the express needs and requests of EL parents and students. EL parents were invited and encouraged to join LCAP Committee but requested that the CELDT Coordinator carry their input to meetings . The ongoing analysis of the LCAP was reported to the Parent Teacher Organization (PTO) wherein feedback was obtained by the LCAP Chair.</p> <p><u>Time lines were as follows:</u></p> <p><u>LCAP Committee Meetings</u> Stakeholder Meeting- April 23 Stakeholder Meeting: April 28 Stakeholder Meeting: May 11</p> <p><u>PTO Involvement:</u> LCAP Committee Chair & PTO Meeting – April 13 LCAP Committee Chair Final Report to the PTO – June 8</p> <p><u>REACH School Board Presentations:</u> LCAP Committee Chair Presentation- May 18 Director Final LCAP Report- June 28</p>	<p>Annual Update:</p> <ol style="list-style-type: none"> 1. Attendance incentives were instituted. Decreases in attendance occurred in second trimester mainly due to influenza. School did not realize expected gains in ADA during third trimester as expected once flu season ended. Stricter guidelines needed for chronic tardies and absences. 2. EL Students are making adequate progress toward academic and CELDT reclassification goals. 3. Most subgroups making adequate progress. African American male students tend to perform lower on standardized and common assessments that all other subgroups. 4. African American males identified as additional subgroup in need of additional resources and services. 50% are performing below benchmark on all school metrics. 5. Less than 1% (.06) of Low income students who have been enrolled at REACH for 2 or more years are <i>not</i> making adequate progress toward academic proficiency.

Approved by REACH School Board June 28

Data Analysis:

- School assistant administrator provided LCAP committee with attendance data from Aeries.
- Student academic performance was calculated based on curriculum- based assessments through online grade book using Illuminate report.
- Data analysis took place mid April. Results were inconclusive since online program could not run a full report of all students in the program (277 students vs. 332 actual enrollment)
- End of the year data was not available at the time of the LCAP analysis.
- Standardized assessment information will be unavailable until next school year.
- School administrative personnel analyzed academic progress of low-income students based on DIBELS and common assessments in ELA & Mathematics. Student list of low income students was derived from Free Reduced Priced Lunch (FRL) student roster.

Additional Parent, Student, Teacher Involvement:

Parent/Teacher Surveys distributed online- May 11-15.

Student (2nd - 4th) Surveys given in class - May 11-15

Support of Stakeholder Involvement:

LCAP committee was able to provide an outside view and opinion with regards to the strength of the program and identify areas in need of improvement. The committee recommended adding African American males as an additional subgroup, requested additional training for instructional aides as well as the on-going purchase of technology.

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:	Goal 1: Increase ADA attendance rate to 96%.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase Average Daily Attendance			
Goal Applies to:	Schools:	Charterwide		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	School will increase attendance rate by 2% as measured by Monthly Attendance Reports.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Purchase incentives for Perfect attendance in a given month & give special recognition for student with perfect attendance per trimester and all year. Work with staff to devise competition and incentives around class recognition for highest attendance rates.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000.00
	Good leaders are punctual. Do book study, "7 Habits of Highly Effective People," with teachers with the intention of incorporating "Leader in Me" schoolwide the following year.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25 (cost) x 35 (staff) = \$875

Send grant application to "Leader in Me" foundation with the intent of incorporating more well-defined leadership strategies on campus in 2016-17 by becoming a Lighthouse school. 100% attendance rate is the goal of every great leader and is a focus of every Lighthouse School.			
Assistant Director (AD) will perform the following: (1) form a School Attendance Review Board (SARB) pursuant to <i>Education Code</i> Section 48325 (a)(4), (2) create SARB handbook, (3) ensure early identification of attendance problems through ongoing monitoring and review of to monitor and hold parents accountable for students with excessive tardies and absences. Assistant Director will perform the following: (1) form a School Attendance Review Board (SARB), (2) create SARB handbook, (3) ensure early identification of attendance problems through ongoing monitoring and review of attendance, (4) build early interventions (5) recognize students with excellent and improved attendance, (6) link students and families with problematic attendance rates to community resources, etc.		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	.2 FTE- \$3,200.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	School will maintain 97% attendance rate annually as measured by Aeries Monthly Attendance Reports.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase incentives for Perfect attendance in a given month. Special recognition for student with perfect attendance per trimester. Additional recognition for students managing perfect attendance all year.	Charter-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500.00
Continue to work with teachers on personal growth and development. Become a "Leader in Me" lighthouse school. Submit Grant application for a 3-Years of implementation. Hold Parent classes on 7 Habits. Teacher or Admin trainer.	Charter-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000.00 = Program \$6,500 + fees \$3,500; Stipend \$1,000

Assistant Director (AD) will continue with School Attendance Review Board (SARB) as described above.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	.2 FTE- \$3,200.00
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LCAP Year 3:

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

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

GOAL: **Goal 2:** Promote digital literacy and enhance overall academic performance through the use of technology.

Related State and/or Local Priorities:
 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need : Increase Student Achievement through the effective use of technology

Goal Applies to: **Schools:** Charterwide
Applicable Pupil Subgroups: Low Income, Foster Youth, EL students, Redesignated, African American males

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: All at-risk students shall improve ELA & Math scores by an average of 5 percentile per year until 75th percentile or higher is reached

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional technology for use student use in small group.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>African American males</u>	\$10,000.00
Purchase additional technology for classroom teacher use (Macbook, iPad, Apple TV, projector).	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,950 per teacher x 3= \$8,850.00

Teacher professional development in technology integration.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000.00
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	All at-risk students shall improve ELA & Math scores by an average of 5 percentile per year until 75th percentile or higher is reached
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional technology for use student use in small group.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>African American boys</u>	\$10,000.00
Purchase additional technology for classroom teacher use (Macbook, iPad, Apple TV, projector).	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,950 per teacher x 3= \$8,850.00
Professional development in technology integration and more specifically the effective use of Apple TV and Apple Apps		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000.00

LCAP Year 3:

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>African American</u>	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,950 per teacher x 3 = \$8,850.00
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	Goal 3: Increase Language proficiency levels (listening, speaking, writing, reading) and overall student proficiency level for students learning English as a second language.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase Student Achievement in English Language Development	
Goal Applies to:	Schools:	Charterwide
	Applicable Pupil Subgroups:	English Learners & Redesignated fluent English Proficient
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	EL students will advance one CELDT Level annually until redesignated.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Designate site CELDT Coordinator to facilitate ELD coordination with teaching staff and train and engage parents in strategies to promote goal of advancing one CELDT level annually for all EL students. CELDT Coordinator will meet with parents quarterly and as needed to discuss performance toward CELDT and other academic goals. CELDT Coordinator will progress monitor students until reclassification and will continue to monitor up to 3 years after reclassification.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500.00 stipend
Purchase supplies (pocket charts, sentence strips, etc.) for all ELD teachers. Provide additional training for ELD teachers in SADIE and other strategies.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000.00 for materials. \$1,500.00 for teacher Professional Development
CELDT Coordinator will meet with parents and will include technology training, online access to curriculum and grade books.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100. Childcare; \$1,200 technology

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	EL students will advance one CELDT Level annually until redesignated.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with CELDT coordinator in capacity as notated above.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500.00 stipend

Purchase additional supplies (pocket charts, sentence strips, etc.) for all ELD teachers. Provide additional training for ELD teachers in SADIE and other strategies.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,000.00 for materials. \$1,500.00 for teacher Professional Development
CELDT Coordinator will meet with parents and will include technology training, online access to curriculum and grade books, and Rosetta Stone to teach English after school.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$100. Childcare; \$1,200 technology; \$500 Rosetta Stone

LCAP Year 3:

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

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GOAL:	Goal 4: Use ongoing assessment data to inform instruction and support individual student learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Close achievement gap for under-performing students in the area of Reading and Comprehension.
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Goal Applies to:	Schools: Charterwide Applicable Pupil Subgroups: Low income pupils, foster youth, African American males
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	An average of 75% of all students enrolled at REACH for at least 2 full academic years shall achieve Proficient to Advance on DIBLES (Diagnostic Indicators of Basic Early Literacy Scores) Composite Scores.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hold Trimester school-wide Data Meetings. Use ongoing assessment data to inform instruction and support individual student learning.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide teachers with release time for benchmark assessment as needed.	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American males</u>	\$2,775.00 sub pay for 1 PD day per teacher
	Charter-wide	<input type="checkbox"/> ALL	None

Provide teachers with release time daily to monitor progress of students not at benchmark.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	An average of 75% of all students enrolled at REACH for at least 2 full academic years shall achieve Proficient to Advance on DIBLES (Diagnostic Indicators of Basic Early Literacy Scores) Composite Scores.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hold Trimester school-wide Data Meetings. Use ongoing assessment data to inform instruction and support individual student learning.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide teachers with release time to complete benchmark assessments.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>African American males</u>	\$3,330.00 sub pay for 1 PD day per teacher
Provide teachers with release time daily to monitor progress of students not at benchmark.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American males</u>	\$5,365.00 PE coach salary

LCAP Year 3:

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL:	Goal 5: Effectively execute full implementation of Common Core State Standards.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
	Identified Need :	Increase Student Achievement in English Language Arts & Mathematics	
Goal Applies to:	Schools:	Charterwide	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Each REACH Cohort shall improve ELA & Math scores on standardized tests and common assessments by an average of 5 percentile per year until 75th percentile or higher is achieved.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff professional development in differentiated instruction, backward design, whole brain teaching and SADIE strategies.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American males</u>	\$3,500.00
Purchase common core aligned and state adopted curriculum and materials.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000.00
Professional development to assist teachers in the effective use and implementation of standards-based curriculum.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Each REACH Cohort shall improve ELA & Math scores on standardized tests and common assessments by an average of 5 percentile per year until 75th percentile or higher is achieved.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff professional development in small group instruction & differentiated instruction.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American males</u>	\$3,500.00

Purchase of additional common core aligned and state adopted curriculum and materials.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$20,000.00
Professional development to assist new teachers in the use and effective implementation of standards-based curriculum.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$9,000.00

LCAP Year 3:

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>African American males</u>	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

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GOAL:	Goal 6: Improve student academic outcomes by increasing parent involvement in learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Increase Student Achievement in English Language Arts & Mathematics		
Goal Applies to:	Schools: Charterwide Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase percentage of homework completion by 25% as measured by current and prior year homework completion rates. Increase parent participation in school-related activities by 20% as measured by volunteer logs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hold mid-trimester parent trainings in the following areas: Singapore Math, Textbook navigation, Illuminate,	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<u>Stipend:</u> .3 FTE- \$2,400 .2 FTE- \$1,000 .2 FTE- \$1,000
Improve communication by hiring office staff member who is biliterate in both Spanish & English who also possesses computer and other technical skills with previous experience in elementary education.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,000.00. Includes salary & benefits.

Hold monthly meetings with parents and office administration.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000.00 for refreshments.
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase percentage of homework completion by 25% as measured by current and prior year homework completion rates. Increase parent participation in school-related activities by 20% as measured by volunteer logs.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hold mid-trimester parent trainings in the following areas: Singapore Math, Textbook navigation, Illuminate,	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stipends: .3 FTE- \$2,400 .2 FTE- \$1,000 .2 FTE- \$1,000
Continued employment of biliterate office staff member.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,150.00. Includes salary & benefits.
Hold monthly meetings with parents and office administration.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000.00 for refreshments.

LCAP Year 3:

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL:	Goal 7. Engage students in STEM and Project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase Student engagement, 21 st Century problem solving skills, inquiry, and critical thinking skills, esp. Low-income and EL students.	
Goal Applies to:	Schools:	Charterwide ----- Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16		
Expected Annual	100% of REACH Students shall participate in Project Based Learning activities and daily Science instruction. The number of students receiving a score of proficient or above on Curriculum embedded assessments shall exceed 75 percentile.	

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase standards-based science curriculum, materials, and refills for existing and new students.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,000.00
Provide training for new and existing teachers in WAM (Words about Math) and project based activities.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000.00
Purchase materials for WAM Wednesday and Wacky Wednesdays (half day once per month dedicated to projected-based activities).	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of REACH Students shall participate in Project Based Learning activities and daily Science instruction. The number of students receiving a score of proficient or above on Curriculum embedded assessments shall exceed 75 percentile.			
Purchase standards-based science curriculum, materials, and refill for existing and new students.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,000.00

Provide training for new and existing teachers in WAM (Words about Math) and project based activities.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,500.00
Purchase materials for WAM Wednesday and Wacky Wednesdays (half day once per month dedicated to projected-based activities).	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,000.00

LCAP Year 3:

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

GOAL: **Goal 8:** Increase academic performance amongst African American males in Reading and Comprehension.

Related State and/or Local Priorities:

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
COE only: 9__ 10__

Local : Specify _____

Identified Need : African American Males lag behind all other subgroups in achievement in English Language Arts. Half (50%) are below benchmark on DIBLES and other curriculum-based assessments.

Goal Applies to: **Schools:** Charterwide
Applicable Pupil Subgroups: African American males

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Each African American male student shall improve Reading and Comprehension scores by an average of 5 percentile per year until 75th percentile or higher is reached.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Appoint REACH teacher liaison to work closely with parents to help track student progress and areas of improvement. Meet with parents at mid-trimester 3 times per year to review progress.	Charter-wide	___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	\$500.00 stipend
Create African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, etc.	Charter-wide	___ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	\$500 stipend; \$100 childcare; \$250 dinner

Teacher professional development in Progressive Justice to facilitate a better understanding of how to manage the growth and development of African American students -males in particular.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,500.00
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Each African American male student shall improve Reading and Comprehension scores by an average of 5 percentile per year until 75th percentile or higher is reached
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reappoint REACH teacher liaison to work closely with parents to help track student progress and areas of improvement. Meet with parents at mid-trimester 3 times per year to review progress and discuss strategies for improvement.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American Males</u>	\$600.00 stipend
Continue to grow African American Parent Advisory group. Include parent training in the area of curriculum access, online tutorial, grade book, homework assistance, attendance, etc.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American Males</u>	Child care-\$150; provide dinner \$300.00; teacher stipend
Establish mentoring program with strong male role models for students. Bring in motivational speakers.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>African American Males</u>	\$1,500 Speaker fees

LCAP Year 3:

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

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

Original GOAL from prior year LCAP:	Goal 1: Increase ADA attendance rate to 96%.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Charterwide Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increase attendance rate to 96% by End of the year.	Actual Annual Measurable Outcomes: Actual Average Daily Attendance rate 94%.
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assign a portion of Assistant Director (AD) FTE to facilitate improvement in pupil attendance rates.	<u>Action:</u> .2FTE <u>Expenditure:</u> .2FTE- \$3,200 <u>Funding:</u> LCFF Supplemental	A portion of Assistant Director (AD) FTE assigned to facilitate improvement in pupil attendance rates. SARB formed and put into action.	Actual expenditures: \$3,200
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Assistant Director will perform the following: (1) form a School Attendance Review Board (SARB), (2) create SARB handbook, (3) ensure early identification of attendance problems through ongoing monitoring and review of attendance, (4) build early interventions (5) recognize students with excellent and improved attendance, (6) link students and families with problematic attendance rates to community resources, etc.		

Original GOAL from prior year LCAP:	Goal 2: Promote digital literacy and enhance overall academic performance through the use of technology.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Charterwide	Applicable Pupil Subgroups: Low income		
Expected Annual Measurable Outcomes:	Availability of technology as measured by teacher survey; increase in standardized and common assessments.	Actual Annual Measurable Outcomes:	Teacher survey responses. Each classroom assigned 5-7 handheld devices to be used during small group instruction.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Close the achievement gap for under-served youth through the purchase of additional technology devices to accommodate and enhance student learning in a small-group setting.		<u>Action:</u> Purchase additional technology <u>Expenditure:</u> \$10,000.00 <u>Funding:</u> LCFF Supplemental	Technology donated by community member. \$1,197.00	
Scope of service:			Scope of service:	

<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As the school continues to grow, the need to purchase additional technology persists. The following actions will be made in response to the need. The school will: (1) purchase class-set of technology devices, (2) purchase additional technology for new teachers, (3) conduct teacher training in classroom technology integration. Additional expenditures will include new technology purchases for teachers and students and professional development for teachers.		

Original GOAL from prior year LCAP:	Goal 3: EL students will advance one CELDT Level annually until redesignated.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Charterwide Applicable Pupil Subgroups: English Learners, Redesignated Fluent English proficient	
Expected Annual Measurable Outcomes:	English Learner students will advance one CELDT level annually until redesignated.	Actual Annual Measurable Outcomes: Amount of Redesignated fluent English proficient students tripled from the previous year.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire a CELDT Coordinator to accommodate the unique and personal needs of EL students.	<u>Action:</u> .2 FTE <u>Expenditure:</u> \$1,650.00 <u>Funding:</u> LCFF Supplemental	CELDT Coordinator identified. Designated teacher implemented and established a set of protocol to monitor the progress of EL students, increase the effectiveness of communication between non-English speaking parents and the school, explain the CELDT and the importance of reclassification, etc.	\$1,200.00
Scope of service: _____ ___ALL OR: ___Low Income pupils <input checked="" type="checkbox"/> English Learners ___Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		Scope of service: _____ ___ALL OR: ___Low Income pupils <input checked="" type="checkbox"/> English Learners ___Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
Scope of service: _____ ___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		Scope of service: _____ ___ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of	CELDT Coordinator will continue to provide services to EL students and parents. Individual will meet with with parents quarterly to discuss students' academic performance and CELDT goals. Coordinator will continue to monitor student		

reviewing past progress and/or changes to goals?	progress. School will purchase additional ELD materials . Coordinator will provide training to EL parents in the areas of curriculum navigation, homework assistance, online gradebook, etc. Additional expenditures will include technology purchase, childcare, and ELD materials.
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Original GOAL from prior year LCAP:	Goal 4: Use ongoing assessment data to inform instruction and support individual student learning. Hold Trimester school-wide Data Meetings. Provide teachers with release time to monitor student progress	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Charterwide Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	Kindergarten through 2nd grade students performed at 80% proficiency level or higher on DIBELS Composite scores. Third grade students performed at a 74% proficiency rate. Nearly 80% of 4th grade students (79%) reached proficiency on DIBELS Composite scores based on end of the year benchmark data.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School will hold school-wide data meetings and provide teachers with release time to monitor student progress.	<u>Action:</u> Teacher release time (cost of substitutes) <u>Expenditure:</u> \$6,720.00 <u>Funding:</u> LCFF Supplemental	Data meetings held three times throughout the school year. Teachers were released 30 minutes daily during PE block to administer benchmark assessments and to progress monitor students not at benchmark on DIBELS.	<u>Expenditures:</u> \$5,180.00- coach salary for PE block; \$1,800 DIBELS Materials

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
Subgroups:(Specify)_____		<input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal nearly met at each grade level. Continue with program as indicated.		

Original GOAL from prior year LCAP:	Goal 5: Increase Student Achievement and engagement through differentiated instruction, Backward Design, and Whole Brain teaching, SDAIE strategies, etc.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Charterwide	
	Applicable Pupil Subgroups: All	
Expected Annual	Increase in student achievement and engagement.	Actual Annual
		Nearly 98-100% student engagement observed during direct instruction and small group work as evidenced by formal and informal teacher observations. Students K-2 performing at 80%

Measurable Outcomes:		Measurable Outcomes:	proficiency rate or higher in ELA on curriculum embedded assessments. Third grade overall proficiency in Comprehension is 66% and Fourth grade Comprehension ended the year at 76% overall.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Improve student achievement by focusing on targeted professional development for teachers geared toward enhancing pedagogy and improving classroom management skills.</p>	<p><u>Action:</u> Professional Development</p> <p><u>Expenditure:</u> PD- \$4,800.00 Travel- \$2,620.00</p> <p><u>Funding:</u> LCFF Supplemental</p>	<p>Professional development geared toward enhancing pedagogy and classroom management strategies.</p>	<p>\$7,500.00</p>	
Scope of service:		Scope of service:		
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
Scope of service:		Scope of service:		
<p><input type="checkbox"/> ALL</p> <p>OR:</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p>		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Professional development will continue with an additional focus on curriculum implementation (\$9,000) and better classroom management and engagement strategies (\$3,500).		

Original GOAL from prior year LCAP:	Goal 6: Improve student academic outcomes by increasing parent involvement in learning	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Charterwide	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Improve student academic outcomes by increasing parent involvement in learning.	Actual Annual Measurable Outcomes:	Increase in Redesignated fluent English proficient students; all but one grade level met end of the year proficiency goals in Language Arts based on DIBELS Composite scores.
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Train parents to support student learning with quarterly support and training in textbook navigation, online grade book, Singapore Math & homework assistance.	<u>Action:</u> .3 FTE .2 FTE .2 FTE <u>Expenditure:</u> .3 FTE- \$2,400 .2 FTE- \$1,000	One Singapore Math night was held. Teachers provided parents with direct assistance with regards to online grade book support.	Teacher per diem for training- \$600.00

	.2 FTE- \$1,000 Funding: LCFF Supplemental		
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Several teachers and staff members have been identified as leaders who will host various trainings in their areas of expertise. Three teachers have been identified as resident Singapore Math specialist who will conduct Singapore Math (SM) Nights wherein parents are shown SM strategies and tools to reinforce concepts at home. The CELDT Coordinator and the African American (AA) Parent Advisory Committee liaison will work directly with those subgroups (EL & AA) and host evening trainings in various areas of concern and interests. Assistant Director will host 2-3 parent nights within the first trimester to cover text navigation, online grade books, progress reports, parent compact, etc.		

Original GOAL from prior year LCAP:	Goal 7. Engage students in STEM and Project-based learning activities to promote life-long learners and enhance critical thinking and problem solving skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Engage students in daily STEM project based learning activities to enhance the learning experience, promote life-long learners, critical thinking skills.	Actual Annual Measurable Outcomes:	One day per month dedicated to project-based activities. Second through 4th grade teachers do "WAM (Words About Math) Wednesdays" to reinforce problem-solving skills in Mathematics. Teachers report greater confidence and willingness on part of students when attacking difficult curriculum-related tasks and higher level of comfort when working in cooperative learning groups.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development contract with professional coach, assign mentor teacher, release time to observe in grade-level classrooms, examine best practices by visiting other school sites.	<u>Action:</u> Professional Development <u>Expenditure:</u> PD- \$2,000.00 Travel- \$2,000 Coach- \$4,760 <u>Funding:</u> LCFF Supplemental	Provided teacher release time to visit other classrooms to examine best practices around engagement, classroom management, critical thinking, etc.	Teacher release time- \$1,480.00
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Program will continue as is. Teachers report a great deal of satisfaction with WAM Wednesdays and Wacky Wednesday. Additional funds have been allocated to help with the purchase of materials for projects.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$253,969.00</u>

- 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.

8.85	%
Based on the Minimal Proportionality Percentage (MPP) calculation, services for Low-income students, English Learners, and foster youth are estimated to increase or improve by 8.85 % in 2015-16 resulting in a total allocation of \$253,969. A significant portion of those funds has	

been allocated to support works targeting English Learners, Low-income, and African American males. Use of the increased fund portions are described above.

Actions that will improve services to students:

- Providing professional development for certified staff in the areas of Curriculum Implementation and Planning, Technology Integration, Progressive Justice, Small Group Instruction, Whole Brain Thinking, SDAIE strategies, etc. for new and existing teachers
- Supporting Response to Intervention (RTI) certified staff through coaching and other research-based methods
- Providing ongoing parent workshops that support Common Core State Standards
- Funding CELDT Coordinator to support and plan services to EL students and families more effectively
- The purchase of additional Common Core aligned textbooks and materials to accommodate school growth and use of existing materials

Actions that will increase services to students:

- Personalizing instruction through the purchase and use of educational software
- Expanding the use of technology by purchasing additional hand-held computer devices and making them available to all students during small group instruction
- Identify and train Instructional Aides & Reading Specialists who will work directly with students who are not making progress toward end-of-the-year reading and math goals

Providing supports and services for under-performing students during after-school extended learning activities.

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).