

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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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>A. Stakeholder Committee: A stakeholder group met beginning in winter 2013 and met tri-annually thereafter. During this time the committee was continually looking at data, analyzing, and updating the LCAP. After the public meeting, stakeholder feedback survey, and SSC meetings the committee held a final meeting to finalize the document.</p> <p>B. Board/Community Training: The Board and any community members in attendance received briefings beginning in the spring of 2013 and received bi-annual updates during open session. A full presentation with an interactive survey was conducted in May 2015 (see public meeting below). The Board received a final presentation in June for approval during public session.</p> <p>C. Initial Development Survey: An online survey was made available to all stakeholders via the Charter’s website with an announcement asking for participation via Email (Daily Refreshment, staff and Principal list serves) and the website homepage. The survey was published for 10 weeks, and consisted of giving feedback on each of the actions under the draft goals. There were also two questions asking for anything other goals that should be included or general feedback.</p> <p>D. Open Board/Public Meeting: In May 2015 the LCAP was discussed with the Board and community in attendance. The Board is made aware of LCAP progress at least two times each year during public session. All participants then took part in an online survey.</p> <p>E. Draft Review Survey: The online survey had 74 participants which were comprised of the following self-described respondents: 24% parents, 42% credentialed staff, 8% classified staff, 23% leadership staff, 1% students, and 3% board members.</p> <p>F. Other stakeholders: As with the 2014-15 goal-setting, the staff once again asked the greater community to participate in an online survey from May 1, 2015 to May 29, 2015, to help establish the revised AMOs for 2015-16.</p>	<p>A. Stakeholder Committee: The stakeholder group helped to develop goals based on the state priorities and chartering document. The Committee also assumed the role of data analysis and revisions in order to complete the annual update. After stakeholder feedback, the document was revised based on their input.</p> <p>B. Board/Community Training: During this training the Board reminded staff of the reasons for the LCAP document and the impact. During this presentation state priorities, charter vision, and stakeholder ideas were outlined. The Board and community were then asked for their feedback via an online survey.</p> <p>C. After the survey was complete, the Committee analyzed the data and changed the action plan per this feedback. The findings suggested that some of the actions needed to be further defined or have additional items. The committee used this feedback and revised the document. The feedback is presented to the Board during open session at the June meeting.</p> <p>D. After the data was analyzed from the initial survey, the public was given an opportunity to comment prior to final approval.</p> <p>E. The draft review survey was much like the public activity where participants were asked to comment on each of the goals. From there, the actions were revised in the final document.</p> <p>F. The survey had 74 respondents and their input, along with that of the leadership, Board, community, and Committee finalized the document below. The following items were added/edited based on stakeholder feedback: Additional parent training, additional/continued staff development on CCSS, new ELD power standards (I Cans), additional CAASPP practice, training on Chromebook applications, further writing performance tasks, extra training on SBAC question types, additional computer literacy lessons, and additional training/presentation on anti-bullying/ cyber bullying/ character development.</p>

Annual Update:

- A. Leadership staff: Leadership staff met in September 2014 and were presented with all of the LCAP goals and AMOs as approved by the Charter’s Governing Board. Each program/department were then given a document to fill out their goals for the 2014-15 school year to achieve each of the Charter’s AMOs (as applicable). In the winter and spring, the leadership team was reminded of the document and completed a narrative of their achievement on each of the previously set goals. The final document was completed in April 2015.
- B. Board/Community: After the approval of the 2014-15 LCAP goals and AMOs, the Board and community were updated two times during the year during public session see progress, including finance allocations towards goals. The final LCAP document is available for public view on the charter’s website.
- C. Staff: Staff were trained by their leaders on their specific goals to reach the larger Charter’s AMOs.
- D. LCAP Committee: The Committee met quarterly to discuss LCAP implementation and goals. The Committee was also updated on the financial implications of the goals. In the winter of 2015 the Committee meeting also included refining goals.

Annual Update:

- A. Leadership staff: With each leader knowing the LCAP goals and AMOs, they were able to define what they were specifically outline their goals for the year. The end-of-year narrative described what they achieved and were summarized and placed on the LCAP annual update below.
- B. Board/Community: The Board/Community updates served as a reminder of the Charter’s LCAP goals and AMOs and reminded stakeholders of the importance of achievement.
- C. Staff: The annual update summarizes how staff accomplished their goals as a part of the Charter’s AMOs.
- D. The LCAP document below shows the final summary of the 2014-15 goal achievement.

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:	Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local: Specify <u>pp.1, 19-21</u>
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Identified Need: Need to support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: CCSS curriculum progress and training until 100% implemented. CAASPP participation above 95%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas.	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)_____	\$7,000
Use CAASPP baseline data (once available) as a measure of student achievement by individual, school-wide, significant subgroup (White, Hispanic, English Learner, Students with Disabilities, Socio-Economically Disadvantaged), and teacher. Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure quality and consistency of data.	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
Develop staff on Common Core implementation.	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)_____	\$2,000

LCAP Year 2: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Need to ensure CCSS curriculum progress and training until 100% implemented. Need to keep CAASPP participation above 95%. The Charter will base academic performance on the State API calculated growth rate (once implemented), and increase EL proficiency and re-designation to meet or exceed the State's growth rate.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Refine the Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas. Continue development of common core high school integrated courses into grade 10.</p> <p>Develop instructional video lesson support to Middle School Math curriculum.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$30,000</p>
<p>Use CAASPP baseline data (once available) and API as a measure of student achievement by individual, school-wide, significant subgroup, and teacher. Increase student achievement by at least the state API growth rate. Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure student achievement growth and quality and consistency of data.</p> <p>Adopt thematic integrated Curriculum in grades K-8.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$12,000</p>
<p>Develop staff on Common Core implementation through five staff development/data/PLCs trainings each year.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$7,800</p>

<p>Increase EL proficiency in both English-Language Arts/Literacy and mathematics by 5%, or state API growth rate, through further staff development on EL best practices. Increase EL re-designation rate by 5% each year through the use of shadow courses and i-Ready online diagnostic instruction.</p> <p>Create ELD “I Cans” for all grades (K-12) and align to common core standards. Train staff four times a year on implementation of ELD for ELLs.</p>	<p>Charter-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$8,000</p>
<p>Create and present three parent trainings per year on Common Core standards and best practices. Each training will be advertised through multiple outlets.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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>	<p>\$3,000</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to ensure CCSS curriculum progress and training until 100% implemented. Continue to keep CAASPP participation above 95%. The Charter will base academic performance on the State API calculated growth rate (once implemented), and increase EL proficiency and re-designation to meet or exceed the State’s growth rate.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas. Continue to develop common core high school integrated courses into grade 10.</p> <p>Continue to develop additional instructional video lesson support to Middle School Math curriculum.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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>	<p>\$24,000</p>

<p>Use CAASPP baseline data (once available) and API as a measure of student achievement by individual, school-wide, significant subgroup, and teacher. Continue to increase student achievement by at least the state API growth rate. Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure student achievement growth and quality and consistency of data.</p> <p>Refine adopted thematic integrated Curriculum in grades K-8.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>\$13,000</p>
<p>Continue to develop staff on Common Core implementation through five staff development/data/PLCs trainings each year.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>\$8,000</p>
<p>Increase EL proficiency in both English-Language Arts/Literacy and mathematics by 5%, or state API growth rate, through further staff development on EL best practices. Increase EL re-designation rate by 5% each year through the use of shadow courses and i-Ready online diagnostic instruction.</p> <p>Refine additional ELD “I Cans” for all grades (K-12) and align to common core standards. Continue to train staff four times a year on implementation of ELD for ELLs.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>\$8,000</p>
<p>Refine and continue to present three parent trainings per year on Common Core standards and best practices. Each training will be advertised through multiple outlets.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>\$4,200</p>

GOAL:	Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ <u>x</u> 6__ <u>x</u> 7__ <u>x</u> 8__ COE only: 9__ 10__ Local: Specify <u>p. 21</u>
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Identified Need: Need to increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: Baseline, plus annual progress.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance the use of ST Math, I-Ready, and other online programs to personalize learning and provide necessary support in math and English-language arts/literacy.	Charter-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$4,000
Increase percentage of 3rd-8th grade students scoring proficient or advanced on CAASPP.	Charter-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Annual progress of 5% as measured by API.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Enhance the use of ST Math, Math XL, i-Ready, and other online programs to personalize learning and provide necessary support in math and English-language arts/literacy.	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)_____	\$36,000
Increase by 5% the number of 3rd-8th grade students scoring proficient or advanced on CAASPP through targeted assessments which are aligned to Common Core and Smarter Balance test item types.	Charter-wide	<input checked="" type="checkbox"/> ALL (3 rd -8 th) ----- 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)_____	See above
Purchase, train, and implement two approved ELA and Math curricula with RSP teacher to support designated students through targeted implementation.	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>SWDs</u>	\$5,300
Revise Homeschool boxed sets to include writing performance tasks, including rubrics. Ensure each unit culminates with a graded writing activity.	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)_____	\$2,400
Ensure student familiarity with CAASPP assessment item types through revising the parent/student test prep resources.	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)_____	\$4,800

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Annual progress of 5% as measured by API.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to enhance and refine the use of ST Math, Math XL, i-Ready, and other online programs to personalize learning and provide necessary support in math and English-language arts/literacy.	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)_____	\$36,200
Increase by 5% the number of 3rd-8th grade students scoring proficient or advanced on CAASPP through targeted assessments which are aligned to Common Core and Smarter Balance test item types.	Charter-wide	<input checked="" type="checkbox"/> ALL (3 rd -8 th) ----- 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)_____	See above
Continue to purchase, train, refine, and implement additional approved ELA and Math curricula with RSP teacher to support designated students through targeted implementation.	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>SWDs</u>	\$1,100
Refine and revise Homeschool boxed sets to include writing performance tasks, including rubrics. Ensure each unit culminates with a graded writing activity.	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)_____	\$1,200
Continue to ensure student familiarity with CAASPP assessment item types through revising the parent/student test prep resources.	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)_____	\$5,000

GOAL:	Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ <u>x</u> 6__ <u>x</u> 7__ <u>x</u> 8__ COE only: 9__ 10__ Local: Specify __pp. 19-20, 22	
Identified Need:	Need to support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	CTE course offerings, CTE course enrollment, A-G enrollment, A-G completion, and EAP exemption rates.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
To increase career-readiness, the charter will further develop course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE pathway offerings and increase internship participation among our high school students.	Charter-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000
To increase college readiness, the charter will increase concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services.	Charter-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000
Implement the newly-approved CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12.	Charter-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500

<p>Ensure teachers are credentialed in content areas, per independent study guidelines.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$2,500</p>
<p>LCAP Year 2: 2015-16</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Support college and career readiness for all students in grades 9-12 by increasing enrollment and successful completion of: CTE courses by 5%, A-G approved coursework and sequence by 5%, dual enrollment by 3%, Golden State Merit Diploma by 3%, SAT by 5%, Advanced Placement to meet or exceed state averages, and EAP passing exemptions by 5%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>To increase career-readiness, the charter will further develop course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE articulated pathway offerings and increase internship participation and completion among our high school students. Increase participation and completion by 5% through additional advertising.</p>	<p>Charter-wide, High School</p>	<p><u>X</u> ALL (high school) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$1,500</p>
<p>To increase college readiness, the charter will increase concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services by a .4 FTE.</p>	<p>Charter-wide, High School</p>	<p><u>X</u> ALL (high school) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$7,000</p>
<p>Develop as independent study the newly-approved CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12 for EAP conditionally passed students. Increase EAP exemption rate by 5% through multi-tiered teaching approaches.</p>	<p>Charter-wide, High School</p>	<p><u>X</u> ALL (grades 11 and 12) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$500</p>

<p>Ensure teachers are credentialed in content areas, per independent study guidelines.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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>	<p>\$7,000</p>
<p>Adding 3 new A-G courses, one new English course (language and composition) and continue to develop AP courses by need an interest.</p>	<p>Charter-wide, High School</p>	<p><input checked="" type="checkbox"/> ALL (high school)</p> <p>-----</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>	<p>\$4,000</p>
<p>Market Golden State Merit Diploma by advertising to all families.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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>	<p>\$400</p>
<p>Increase AP exam pass rate in English, Science, and History to meet or exceed State averages by increasing courses offered, successful completion of courses, and training teachers.</p>	<p>Charter-wide, High School</p>	<p><input checked="" type="checkbox"/> ALL (high school)</p> <p>-----</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>	<p>\$800</p>

<p>Increase participation in SAT by 5% each year through increased marketing to all 10th and 11th grade students. Meet or exceed the State's passing rate (1500 or above).</p>	<p>Charter-wide, High School</p>	<p><u> X </u> ALL (grade 10 and 11) ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$200</p>
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LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to support college and career readiness for all students in grades 9-12 by increasing enrollment and successful completion of: CTE courses by 5%, A-G approved coursework and sequence by 5%, dual enrollment by 3%, Golden State Merit Diploma by 3%, SAT by 5%, Advanced Placement to meet or exceed state averages, and EAP passing exemptions by 5%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to increase career-readiness by refining and developing additional course offerings as needed in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE articulated pathway offerings and increase internship participation and completion among our high school students. Increase participation and completion by 5% through additional advertising.</p>	<p>Charter-wide, High School</p>	<p><u> X </u> ALL (high school) ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$2,000</p>
<p>Continue to increase college readiness by increasing concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services by a .5 FTE.</p>	<p>Charter-wide, High School</p>	<p><u> X </u> ALL (high school) ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$7,500</p>
<p>Refine the independent study CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12.</p>	<p>Charter-wide, High School</p>	<p><u> X </u> ALL (grades 11 and 12) ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>\$500</p>

Continue to ensure teachers are credentialed in content areas, per independent study guidelines.	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)_____	\$7,500
Add additional A-G courses and continue to develop and refine AP courses by need an interest.	Charter-wide, High School	<input checked="" type="checkbox"/> ALL (high school) ----- 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
Continue to market Golden State Merit Diploma by advertising to all families.	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)_____	\$450
Continue to increase AP exam pass rate in English, Science, and History to meet or exceed State averages by increasing courses offered, successful completion of courses, and training teachers.	Charter-wide, High School	<input checked="" type="checkbox"/> ALL (high school) ----- 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)_____	\$800
Continue to increase participation in SAT by 5% each year through increased marketing to all 10 th and 11 th grade students. Meet or exceed the State's passing rate (1500 or above).	Charter-wide, High School	<input checked="" type="checkbox"/> ALL (grade 10 and 11) ----- 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)_____	\$200

GOAL:	Improve student safety and school culture.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify __pp. 79 (MOU)
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Identified Need: Need to improve student safety and school culture.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: All school facilities will be upgraded to an internal ranking of level 3.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% complaint (level 3 security) by 2017.	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

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes: All school facilities will be upgraded to an internal ranking of level 3. 100% of resource center attendees will receive school safety and security training each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% complaint (level 3 security) by 2017.	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)_____	\$42,000

<p>Increase bullying prevention program by presenting information two times per year at each resource center to include campus safety and dangerous objects on campus. Market the presentations to all families. Ensure follow through with campus-wide activities of choice.</p> <p>Implement semi-annual bullying prevention programs at all sites and encourage curriculum integration with teachers.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL (resource center attendees)</p> <p>-----</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>	<p>\$1,800</p>
<p>Develop and implement an anti-cyber bullying course to include in all High School course packs and at each resource center at least annually.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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>	<p>\$960</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>All school facilities will be upgraded to an internal ranking of level 3. 100% of resource center attendees will receive school safety and security training each year.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Develop a school-wide character development program to further increase a culture of safety amongst students and staff.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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>	<p>\$1,200</p>
<p>Facility security and maintenance will continue to be prioritized and refined through the internal evaluation system with all facilities being 100% complaint (level 3 security) by 2017.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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>	<p>\$24,000</p>

<p>Refine and continue to present bullying prevention program by offering information two times per year at each resource center to include campus safety and dangerous objects on campus. Continue to market the presentations to all families and ensure follow through with campus-wide activities of choice.</p> <p>Continue to implement and refine a semi-annual bullying prevention programs at all sites and encourage curriculum integration with teachers.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL (resource center attendees)</p> <p>-----</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>	<p>\$1,800</p>
<p>Refine and implement an anti-cyber bullying course to include in all High School course packs and at each resource center at least annually.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</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>	<p>\$720</p>

GOAL:	Increase course access and student engagement by utilizing 21st century tools, resources and materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify <u>pp. 4-5</u>
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Identified Need: Need to increase course access and student engagement by utilizing 21st century tools, resources and materials.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: All students will be able to access needed curricular materials on demand.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In an effort to increase technology readiness, the Charter will ensure each student access to a Chromebook (or other similar technology) throughout all programs.	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)_____	\$38,600

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes: 100% of students will be able to access needed curricular materials on demand. 100% of students in grades 3-10 will be exposed to computer literacy opportunities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs. Homeschool program offers 1:1 in grades 3-12.	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)_____	\$90,000

<p>Move 9th and 10th grade Core courses from Moodle to Canvas to increase participation.</p>	<p>Charter-wide, High School</p>	<p><u>X</u> ALL (9th and 10th Grade) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$4,500</p>
<p>Add two additional online CTE course offerings to increase participation and computer literacy.</p>	<p>Charter-wide, High School</p>	<p><u>X</u> ALL (high school) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$3,000</p>
<p>Train all staff on Chromebook applications at least two times each year to ensure quality use of technology resources.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$5,400</p>
<p>Provide online resources (Live Binder) to students for developing 21st century skills such as computer literacy.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$700</p>

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	100% of students will be able to access needed curricular materials on demand. 100% of students in grades 3-10 will be exposed to computer literacy opportunities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs.</p> <p>Continue to increase access time in Academy programs. Homeschool program offers 1:1 in grades 3-12.</p>	Charter-wide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$40,000
Move additional 11 th and 12 th grade Core courses from Moodle to Canvas to increase participation.	Charter-wide, High School	<u>X</u> ALL (9 th and 10 th Grade) ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$4,200
Add additional CTE course offerings (based on need an interest) to increase participation.	Charter-wide, High School	<u>X</u> ALL (high school) ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$2,400
Continue to train all staff on Chromebook applications at least two times each year to ensure quality use of technology resources.	Charter-wide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,800

<p>Continue to provide online resources (Live Binder) to students for developing 21st century skills such as computer literacy.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>\$700</p>
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GOAL:	Increase support for struggling students.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify <u>pp. 22-23</u>
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Identified Need:	Need to ensure struggling students are identified across all significant subgroups and need dedicated resources to increase their achievement.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Development and use tool box and proper curriculum choices. Contract and implementation of best practices team.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. A charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.	Charter-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$14,000
Develop a tool box for Resource Specialists and other credentialed staff which will include hands-on materials and teacher guides designed to work with a wide-range of grade levels and abilities.	Charter-wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWDs</u>	\$1,000

LCAP Year 2: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to develop 100% of Principals on best practices from urban school group with specified training for four. Continue to refine RSP tool box and use with 100% of SWDs. Reach 100% of identified at-risk students with MTSS process by 2017. Ensure 100% of foster, EL, and low income students have access to technology while off-site. Re-structure Math Path for 100% of designated students.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. A charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL (academy programs) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$6,000</p>
<p>Develop a tool box for Resource Specialists and other credentialed staff which will include hands-on materials and teacher guides designed to work with a wide-range of grade levels and abilities. Train and develop Resource Specialists and all general education teachers on tool box during calendared staff development day.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$6,500</p>
<p>MTSS coordinator will work school-wide to implement best practices and personalized learning for all students as part of Tier 1 for all students.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$5,000</p>
<p>Math: Due to restructuring SBAC, develop process to designate Math Path differently and drop to K-2.</p>	<p>Charter-wide</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$2,000</p>

<p>Improve integration and collaboration among Special Education, general education, and parents through revised meeting schedule, shared resources, and parent training.</p>	<p>Charter-wide</p>	<p><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>SWDs</u></p>	<p>\$800</p>
<p>Provide MiFi (portable WiFi service) to foster, EL, and low income students in order to access technology and resources while not at a resource center.</p>	<p>Charter-wide</p>	<p><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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$600</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to develop 100% of Principals on best practices from urban school group with specified training for four. Continue to refine RSP tool box and use with 100% of SWDs. Reach 100% of identified at-risk students with MTSS process by 2017. Ensure 100% of foster, EL, and low income students have access to technology while off-site. Re-structure Math Path for 100% of designated students.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. A charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL (academy programs) ----- 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) _____</p>	<p>\$14,000</p>
<p>Further refine the tool box for Resource Specialists and other credentialed staff which will include hands-on materials and teacher guides designed to work with a wide-range of grade levels and abilities. Continue to train and develop Resource Specialists and all general education teachers on tool box during calendared staff development day.</p>	<p>Charter-wide</p>	<p><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) _____</p>	<p>\$3,600</p>

Continue to have MTSS coordinator work school-wide to implement best practices and personalized learning for all students as part of Tier 1 for all 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)_____	\$6,000
Math: Due to restructuring SBAC, continue to develop process of Math Path.	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)_____	\$600
Continue to improve integration and collaboration among Special Education, general education, and parents through revised meeting schedule, shared resources, and parent training.	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>SWDs</u>	\$600
Continue to provide MiFi (portable WiFi service) to foster, EL, and low income students in order to access technology and resources while not at a resource center.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$700

GOAL:	Continue to support parent choice and personalized learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local: Specify <u>pp. 22-23</u>
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Identified Need: Need to support parent choice and personalized learning.

Goal Applies to: Schools: All
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes: Flex fund allocation for Homeschool families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Homeschool families prioritized flex funds as being a top priority for their child's optimal learning. The charter will increase flex fund apportionment between now and 2017 in order to allow families greater access to materials and activities to personalize their student(s) 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)_____	\$16,500

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes: The Charter will continue to support parent choice and personalized learning for 100% of students through keeping alignment with the charter where it states "parents will be the primary educator for their child." The Charter will annually publish attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, suspension rates, and expulsion rates via the School Accountability Report Card (SARC) on the charter's website. Since the Charter is independent study, measurable outcomes for these items will include increasing resource center attendance by 3% each year, maintaining attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by 1% accountability measure growth each year. The charter will continue to keep suspension and expulsion rates under county averages.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase resource center attendance by 3% through advertising advantages to parents through the website and intake process.	Charter-wide	<input checked="" type="checkbox"/> ALL (in applicable regions) ----- 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)_____	\$1,200

<p>The charter will maintain attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, student engagement methods, PLC program to develop teachers in methods of personalization, and teacher training in best practices.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>\$19,000</p>
<p>The charter will continue to keep suspension and expulsion rates under county averages by focused efforts on campus safety, student engagement, parent education, and involvement in anti-bullying program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL (resource center attendees) ----- 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)_____</p>	<p>See above</p>
<p>Develop a Springs' Personalized Learning continuum and learning rubric. Train staff on developing personalized learning plans related to the continuum and the implementation of PL in a variety of settings.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>See above</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>The Charter will continue to support parent choice and personalized learning for 100% of students through keeping alignment with the charter where it states “parents will be the primary educator for their child.” The Charter will annually publish attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, suspension rates, and expulsion rates via the School Accountability Report Card (SARC) on the charter’s website. Since the Charter is independent study, measurable outcomes for these items will include increasing resource center attendance by 3% each year, maintaining attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by 1% accountability measure growth each year. The charter will continue to keep suspension and expulsion rates under county averages.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to increase resource center attendance by 3% through advertising advantages to parents through the website and intake process.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL (in applicable regions) ----- 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)_____</p>	<p>\$1,200</p>

<p>The charter will continue to maintain attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, student engagement methods, PLC program to develop teachers in methods of personalization, and teacher training in best practices.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>\$20,000</p>
<p>The charter will continue to keep suspension and expulsion rates under county averages by focused efforts on campus safety, student engagement, parent education, and involvement in anti-bullying program.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL (resource center attendees) ----- 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)_____</p>	<p>See above</p>
<p>Continue to develop a Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and the implementation of PL in a variety of settings.</p>	<p>Charter-wide</p>	<p><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)_____</p>	<p>See above</p>

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:	1. Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify pp. 1, 19-21	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	CCSS curriculum progress and training until 100% implemented. CAASPP participation above 95%.		Actual Annual Measurable Outcomes:	CCSS curriculum progress and training at 70%. Internal CAASPP participation rates show 96%.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
				Estimated Actual Annual Expenditures
			Budgeted Expenditures	
Develop a Common Core-based curriculum which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas.			\$7,000	\$68,190
			<ul style="list-style-type: none"> • Developed Integrated Math 1. • Developed Grade 6 integrated humanities courses. • Developed "Spring Into Math" Grade 6 and 7 CCSS mathematics courses. • Developed CCSS choice-based, integrated grade 9 curriculum. • Trained teachers on CCSS for math and English • Created CCSS benchmarks through the use of OARS/INSPECT. • Revised pacing guides and I CANs to align with CCSS. • All Homeschool K-8 boxed sets completely updated to common core. 	
Scope of service:	Charter-wide		Scope of service:	Charter-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

<p>Use CAASPP baseline data (once available) as a measure of student achievement by individual, school-wide, significant subgroup (White, Hispanic, English Learner, Students with Disabilities, Socio-Economically Disadvantaged), and teacher. Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure quality and consistency of data.</p>	<p>\$1,000</p>	<ul style="list-style-type: none"> • CAASPP baseline data unavailable for current year. IReady diagnostic data shows that students are on track to meet or exceed progress monitoring goals. OARS end-of-course and benchmark exam results indicate that students are successfully addressing the rigor of common core. OARS assessments are created using item types consistent with SBAC. • All teachers reviewed students' assessment data at PLC data days. Teachers work in grade level teams to analyze diagnostic and benchmark data three times per year. Data is used to identify grade level strengths and weaknesses and to create corrective action (personalized lesson plans). 	<p>\$2,000</p>
<p>Scope of service: Charter-wide</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>		<p>Scope of service: Charter-wide</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>	
<p>Develop staff on Common Core implementation.</p>	<p>\$2,000</p>	<ul style="list-style-type: none"> • Trained teachers on performance tasks and increasing rigor throughout the curriculum. • Teachers unpacked grade level ELA and math CCSS and created lesson plans that addressed the rigor and scope of the standards. Single Subject Specialists and teachers collaborated to revise pacing guides and power standards (ICans) to align with CCSS. 	<p>\$3,500</p>
<p>Scope of service: Charter-wide</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>		<p>Scope of service: Charter-wide</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>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Overall, the actions and services developed and completed in 2014-15 were great for transitioning to CCSS. However, the goals for 2015-16 have been refined to be more specific/measurable and the charter has added a number of goals including: instructional videos, thematic units, additional integrated course, parent trainings, and EL/ELD and R-FEP goals. The charter feels that all of these are necessary and demanding, yet achievable. Expenditures have been refined to better project resources needed for action success.

Original GOAL from prior year LCAP:	2. Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6_x 7_x 8__ COE only: 9__ 10__ Local : Specify p. 21
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Baseline, plus annual progress.	Actual Annual Measurable Outcomes:	K-8 curriculum was developed for CCSS. New curriculum includes performance tasks, collaborative opportunities, increased rigor, and CCSS assessments. The use of this content has prepared students for our benchmarks and regular progress is noted.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Enhance the use of ST Math, I-Ready, and other online programs to personalize learning and provide necessary support in math and English-language arts/literacy.	\$4,000	<ul style="list-style-type: none"> Analyzed diagnostic data from iReady, ST Math and district benchmark assessments and found students are making regular growth; however, diagnostic data is showing that students are below grade level on common core standards. We expect this gap to close as students move through new common core curriculum and have practice at varied question types. 	\$18,618
Scope of service:	Charter-wide	Scope of service:	Charter-wide
<u> X </u> ALL		<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Increase percentage of 3rd-8th grade students scoring proficient or advanced on CAASPP.</p>	<p>\$1,000</p>	<ul style="list-style-type: none"> • Targeted instruction based on the analysis from the online data. • Developed personal learning goals for students in both ELA and Math. • Reviewed overall school data reports at each Instructional Support Meeting and provided general recommendations for re-teaching and ideas for instructional strategies to meet areas of need. 	<p>\$2,800</p>
<p>Scope of service: Charter-wide</p>	<p style="background-color: #cccccc;"></p>	<p>Scope of service: Charter-wide</p>	<p style="background-color: #cccccc;"></p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>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) grades 3-8</p>		<p>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) grades 3-8</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>With this goal being of utmost importance, the charter has added a number of additional actions. The new actions better define how we are going to achieve an increase in 3rd-8th grade proficiency. The charter also added the following actions: two new curricula for RSP use, writing performance tasks, and revised test prep to ensure familiarity with SBAC question types. All of these actions are obtainable through a well-developed master calendar. Expenditures have been refined to ensure action success.</p>		

Original GOAL from prior year LCAP:	3. Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6_x 7_x 8__ COE only: 9__ 10__ Local : Specify pp, 19-20, 22
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	CTE course offerings, CTE course enrollment, A-G enrollment, A-G completion, and EAP exemption rates.	Actual Annual Measurable Outcomes:	CTE pathways increased to five, internships grew by 15%, dual enrollment courses increased to six offerings, A-G enrollment and completion rose from 18.2% to 33.9%. EAP exempt rates data not yet available.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
To increase career-readiness, the charter will further develop course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE pathway offerings and increase internship participation among our high school students.	\$1,000	<ul style="list-style-type: none"> Offered 5 Pathways for the 2014-2015 school year. 	\$125
Scope of service:	Charter-wide, High School	Scope of service:	Charter-wide, High School
__ALL		__ALL	
OR:		OR:	
__Low Income pupils __English Learners		__Low Income pupils __English Learners	
__Foster Youth __Redesignated fluent English proficient		__Foster Youth __Redesignated fluent English proficient	
<u>X</u> Other Subgroups:(Specify) high school students		<u>X</u> Other Subgroups:(Specify) high school students	
To increase college readiness, the charter will increase concurrent/dual enrollment services to all interested high school students with local community colleges where the students will study on campus, while receiving both college and high school credits. Increase counseling services.	\$1,000	<ul style="list-style-type: none"> Offered 6 dual enrollment courses at Mt San Jacinto (3 per semester). 36 students completed dual enrollment classes first semester. 19 students completed concurrent enrollment classes first semester. 	\$1,400

Scope of service: Charter-wide, High School		Scope of service: Charter-wide, High School	
<u> </u> ALL		<u> </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) high school students		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) high school students	
Implement the newly-approved CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12.	\$500	<ul style="list-style-type: none"> Submitted and received approval from UCOP for CSU Expository Reading and Writing for the 2014-15 school year. 	\$500
Scope of service: Charter-wide, High School		Scope of service: Charter-wide, High School	
<u> </u> ALL		<u> </u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) grades 11 and 12		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) grades 11 and 12	
Ensure teachers are credentialed in content areas, per independent study guidelines.	\$2,500	<ul style="list-style-type: none"> 100% of our teachers meet this requirement for all creditable courses. 	\$7,500
Scope of service: Charter-wide		Scope of service: Charter-wide	
<u> X</u> ALL		<u> X</u> ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> 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?	In order to stay true to the school's vision and help high school students in college/career readiness, the actions in this goal have been refined and further developed. In the first and second actions the charter has added measurable outcomes. The following actions have also been added: new A-G course development, Golden State Merit diploma marketing, an AP goal, and an SAT goal. All of these actions are reachable with one to two years of implementation. Expenditures have been calculated to ensure each action is properly supported.		

Original GOAL from prior year LCAP:	4. Improve student safety and school culture.		Related State and/or Local Priorities: 1_x 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify p. 79 (MOU)_	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	All school facilities will be upgraded to an internal ranking of level 3 by 2017.	Actual Annual Measurable Outcomes:	Completed many of the actions necessary to increase safety/security at resource centers. The charter is expected to have all student sites at level 3 by 2017.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% complaint (level 3 security) by 2017.	\$50,000	<ul style="list-style-type: none"> • Collaborated with individual sites to make sure assessment staff has access to rooms while still maintaining site safety protocol when visiting sites for testing. • Staff completed online HR training as well as periodic first aide and safety training. • Implemented Volunteer Level 1 and Level 2 clearance at some sites. • Implemented processes and protocols for school site disaster preparedness. • Implemented safety documentation. • Mandated safety training for staff. • Reviewed and updated safety policies and procedures. • Installed automated entry, cameras, fencing, security monitoring, and monitors. 	\$16,570	

Scope of service:	Charter-wide		Scope of service:	Charter-wide	
<input checked="" type="checkbox"/> ALL (resource center students)			<input checked="" type="checkbox"/> ALL (resource center students)		
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)_____			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?		While facility safety was a fantastic goal for 2014-15, the actions added to the new plan further the student safety globally through an additional anti-bullying and cyber-bullying programs. Expenditures have been aligned to ensure program realization.			

Original GOAL from prior year LCAP:	5. Increase course access and student engagement by utilizing 21st century tools, resources and materials.	Related State and/or Local Priorities: 1__x 2__ 3__ 4__x 5__x 6__ 7__x 8__ COE only: 9__ 10__ Local : Specify pp, 4-5
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	All students will be able to access needed curricular materials on demand.	Actual Annual Measurable Outcomes:	All students were able to access needed materials on demand; however, some families chose to not participate.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
In an effort to increase technology readiness, the Charter will ensure each student access to a Chromebook (or other similar technology) throughout all programs.	\$38,600	<ul style="list-style-type: none"> • Trained staff to use technology resources including our Technology Livebinder, Symbaloo, Google Hangout, Google Groups, and Google Sites. • Held parent in-services to increase technology readiness with their children. • Academies provided with a minimum of 10 Chromebooks per classroom. • Academies trained and implemented Canvas as a pilot for course management system. • Increased technology usage in the classroom. • Introduced Smarter Balance practice tests in the classroom. • Special Education used virtual platforms to deliver services and increase attendance. • Made all CORE course description available to teachers and Leadership staff in Oasis. 	\$32,085

Scope of service:	Charter-wide		Scope of service:	Charter-wide	
<input checked="" type="checkbox"/> ALL			<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)_____			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?		With technology and access being an integral part of becoming a 21 st century learner, the charter has added four actions to achieve the overall goal. They include: transition to Canvas courses, additional online CTE courses, training on Chromebook applications, and further online resources. Expenditures have been calculated to ensure goal support.			

Original GOAL from prior year LCAP:	6. Increase support for struggling students.	Related State and/or Local Priorities: 1__x 2__x 3__x 4__x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>pp. 22-23</u>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Development and use tool box and proper curriculum choices. Contract and implementation of best practices team.	Actual Annual Measurable Outcomes:	Contracted and implemented NCUST with 4 Principals and 2 Administrators. Program is deemed a success. Tool box is 50% complete.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Contract with an established, highly successful group who study successful urban (Socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. A charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.	\$14,000	<ul style="list-style-type: none"> • Completed monthly meetings between principals and administrators with the NCUST group. • Attended NCUST Symposium. • Adopted Special Education Unique Learning System Curriculum to support struggling students. • Developed Personalized Learning Cohort Mentors. • Added support resources to Math Essentials for struggling high school Math 1 students. • Monitored Homeschool Math Path and I Can Math student progress. • Recorded all monthly live high school seminars and weekly ROLLIE classes. • Embedded re-teaching videos and resources into new and existing K-8 Boxed Set courses. 	\$14,701
Scope of service:	Charter-wide	Scope of service:	Charter-wide

<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>		<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	
<p>Develop a tool box for Resource Specialists and other credentialed staff which will include hands-on materials and teacher guides designed to work with a wide-range of grade levels and abilities</p>	<p>\$1,000</p>	<ul style="list-style-type: none"> • Identified 3 ELA and 3 math curricula which are research-based and designed for collaboration among resource specialists, general education teachers, and parents. • Provided Speech Language therapist materials to support struggling students in their area of need. • Hired and trained Math Aides for k-8 math rotations. 	<p>\$750</p>
<p>Scope of service:</p>	<p>Charter-wide</p>	<p>Scope of service:</p>	<p>Charter-wide</p>
<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups:(Specify) SWDs</p>		<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>X Other Subgroups:(Specify) SWDs</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Multiple actions have been added to achieve the overall goal to support struggling students. The new actions include MTSS best practices, new Math Path guidelines, improved communication between RSPs and general education teachers, and providing WiFi to students in need. The projected expenditures have been re-calculated to ensure the actions are adequately funded.</p>		

Original GOAL from prior year LCAP:	7. Continue to support parent choice and personalized learning.	Related State and/or Local Priorities: 1_x 2__ 3_x 4_x 5_x 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify __pp. 3, 10-11
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Flex fund allocation for Homeschool families.	Actual Annual Measurable Outcomes:	Flex funds were increased to \$1,000/year for Homeschool students in K-8. Additional funds were provided for academic tutoring at approved vendors.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Homeschool families prioritized flex funds as being a top priority for their child's optimal learning. The charter will increase flex fund apportionment between now and 2017 in order to allow families greater access to materials and activities to personalize their student(s) learning.	\$16,500	<ul style="list-style-type: none"> Increased flex fund apportionment for instructional material and activities. Subsidized six approved vendor sites in Orange County for increased access to enrichment and core classes. Offered personalized learning workshops for parents at resource center locations. Used assessment data to create personalized learning plans for students. Developed Tier 2 intervention plans to include student choice menus and personalized learning plans based on each student's needs. Provided Homeschool Parent Certification Course. This course is focused on personalized learning, goal setting and using data to drive instruction. Developed CCSS choice-based, integrated grade 9 curriculum. Developed personalized learning resources to support our I Can Power Standards (I Can e-books, I Can test prep, practice quizzes, mastery quizzes and learning paths). 	\$27,766

Scope of service:	Charter-wide		Scope of service:	Charter-wide	
<input checked="" type="checkbox"/> ALL (Homeschool)			<input checked="" type="checkbox"/> ALL (Homeschool)		
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)_____			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?		Supporting parent choice has been expanded in the document for 2015-16 to include maintaining attendance, dropout, suspension/expulsion, and graduation rates. Further, the charter has added increased resource center attendance, more student involvement in goal setting for engagement, additional PLC programs, and campus safety through student engagement and parent education. Funds have been calculated to ensure financial support to the actions as stated.			

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>\$642,389</u>
<p>Harbor Springs Charter School will be receiving an additional \$642,389 using the LCFF projected calculation for 2015-16. The projected unduplicated pupil count for 2015-16 is 52.28%. Harbor Springs will use this additional funding charter-wide in to complete the goals set forth above which will include hiring new employees, contracting with external agencies, giving additional stipends to staff to develop curriculum, staff development costs, development/disbursement of communication/literature, facility security/maintenance/tenant improvements, increased funding in student and site accounts, pay for monthly Wifi/MiFi subscriptions, Chromebooks, tool box teacher materials, counselor time, materials, and administrative staff time.</p> <p>This is the most effective use of funds because it will serve the most students through large group meetings, use of technology, bulk purchases, E-rate discounts, small group meetings, and multi-tasked employees.</p>	

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.

52.28	%
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The proportionality percentage provides increased and/or improved services reflected in providing additional monitoring, support, enrichment opportunities, and interventions for low income, foster youth and EL/R-FEP students. Through a combination of staffing and materials, Harbor Springs will provide training, support and guidance to teachers to target the unique needs of these subgroups of students. There will be additional emphasis on how we engage these students in their education through professional development from additional internal staff, current internal staff time, and contracting with outside entities. Data will be pulled and analyzed for these particular subgroups throughout the process in order to evaluate effectiveness of program.

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

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).