

Introduction:

LEA: Kid Street Charter

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LCAP Year: 2016-2017

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>January- February 2016, Community wide Google survey conducted to pinpoint areas that members feel should have increased funding. 30% of the school community (parents and guardians) participated.</p> <p>December 9th, 10th, 15th, Professional Learning Community meetings with Intermediate faculty to discuss Middle school and Makers’ program expenses.</p>	<p><u>Highest priority levels (80% or above)</u> PE teacher Friday Enrichment program Counseling (social/emotional groups) Summer School intervention program</p> <p><u>Lowest Priority (30% or less)</u> Technology Improvements Increased funding for food program</p> <p>Makers’ space equipment and materials list confirmed for LCAP. CCSS materials list confirmed for LCAP.</p>

<p>April 4th, 2016- parent meeting to review LCAP with a focus on new middle school program.</p> <p>November 2015-May 2016 monthly Board meetings in which LCAP, budget, and annual update were reviewed.</p> <p>February- April, 2016- Director consulted with Faculty for research and resources for curriculum expenditures.</p> <p>May, 2016- Director, Business manager and Board treasurer reviewed budget and expenses.</p> <p>Public Hearing June 21st, 4:30</p> <p>Adoption June 22nd, 4:30</p>	<p>100% of parents that attended approved the added Maker's program equipment and professional development costs in the LCAP.</p> <p>Request for heightened security measures through buzz in system and possible patrol. Request for Main Office improvements with family resource center.</p> <p><i>Resources and research that are highlighted in yellow support the use of these funds to meet the corresponding goal.</i></p> <p>LCAP Adoption and posting</p>
<p>Annual Update:</p> <p>December 2nd and 9th 2015- Director Reviewed 1st trimester metric results with faculty in PLC meetings</p> <p>December- Director reviewed basic needs metrics with the kitchen manager, Interventionist and counselor.</p> <p>November- The Director and Office Manager met to review attendance goals and</p>	<p>Annual Update:</p> <p>Goal two metrics were recorded and discussed and possible changes noted.</p> <p>Individual Counseling goals were not met, a shift will be made to focus on group counseling which will serve needs better and be more cost effective. The interventionist will be spearheading new programs within the Men of Honor and Girl Power groups.</p> <p>Food program goals exceeded expectations- the salad bar and water program were especially effective in meeting health goals.</p> <p>It was determined that the attendance incentive program</p>

concerns.	has had positive results and will be continued. The importance of continued funding for social and emotional well-being discussed.
January 20 th -Metrics were reviewed by the Board	Curriculum and technology choices will remain as stated in the prior LCAP for year two as metrics are being met and showing students' progress.
February 17 th - the Director reviewed Annual Update with the Board	

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:	1. <i>Students will be actively engaged in their education</i>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_✓_ 6_✓_ 7_✓_ 8_✓_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<u>Need</u> <i>Students need to be present and engaged in their education in order to meet standards and succeed.</i> <u>Metrics</u> Attendance rate Chronic absenteeism rate Suspension rate Expulsion rate Course Access Off campus learning opportunities	

	Enrichment opportunities		
Goal Applies to:	Schools:	LEA wide	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	95% Attendance rate		
	Reduce chronically absent percent to 14% or less		
	Reduce suspension rate to 3% or less		
	Maintain 0% expulsion rate		
	100% Middle School Students will have access to music instruction		
	60% of students will have access to PE instruction outside of the self-contained classroom program		
	100% of Middle School students will have access to a Makers' Program and space		
	100% of students schoolwide will have access to weekly Enrichment Clubs		
	100% of students schoolwide will have access to Art		
	100% of students schoolwide will have off campus learning experiences at least 4 times throughout the year		
100% of students schoolwide will have access to a free after school program			
100% of students schoolwide will have access to social/emotional curriculum			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A1 School Pride Program and Incentives: Attendance Awards, Achievement awards, Logo Wear, Food and Drinks www.attendanceworks.org	Charter wide	<input checked="" type="checkbox"/> ALL	\$3,300 LCFF Sup/Con Objects
		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)_____	

			4000-4999
<p>1A2 Social and Emotional Support Program: ToolBox replacement materials and training, Middle School Lifeskill education materials.</p> <p>SEL Implementation Guide: An Educational Leader's Guide to Evidence-Based, Sustainable, and System-Wide Social and Emotional Learning www.CASEL.org</p>	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 LCFF Sup/Con Objects 4000-5999
<p>1A3 Art Program: Classroom art supplies and materials</p> <p>The President's Committee on the Arts and the Humanities (PCAH) advisory committee</p>	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 LCFF Sup/Con Objects 4000-4999
<p>1A4 Authentic Learning Program: Off campus fieldtrips, engagement opportunities on campus involving community organizations that do outreach at schools</p> <p>www.educationnext.org</p>	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 LCFF Sup/Con Objects 4000-5999
<p>1A5 After School Program: Staff, supplies, educational materials, marketing, food and facilities.</p> <p>www.afterschoolalliance.org</p>	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)_____	\$131,100 ASES Grant and LCFF Sup/Con Objects 1000-5999
<p>1A6 Physical Education Program: Instructor and equipment</p> <p>overweight and obesity may be connected with lower academic</p>	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	\$13,616 LCFF Sup/Con

performance (Kamijo et al., 2012) and greater risk for school absenteeism (Geier et al., 2007)		<input type="checkbox"/> Other Subgroups:(Specify)_____	Objects 1000-4999
1A7 Middle School Music program: Direct instruction and access to instruments The National Association for Music Education. "Music Makes the Grade." The National Association for Music Education.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 Local Grant Objects 4000-5999
1A8 Enrichment program: Materials and supplies for Friday Enrichment program The President's Committee on the Arts and the Humanities (PCAH) advisory committee	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 LCFF Sup/Con Objects 4000-5999
1A9 Makers' Program: Middle School Makers' Space materials, Makers' Certification program for two teachers, reMake Education Summit for all faculty, administrator and ASP Director. The makers' movement and FabLabs in education: experiences, technologies, and research Blikstein, Krannish ISBN:978-1-4503-1918-8	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)_____	\$5,200 LCFF Sup/Con Objects 4000-5999

GOAL:	2. Students will achieve academic excellence	Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4_✓_ 5__ 6__ 7_✓_ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<u>Need</u> Students need to be proficient in Core subjects in order to be successful <u>Metrics</u> ELA proficiency measured through: DIBELS, Amplify, and CAASP assessments	

	Math proficiency measured through enVision, Eureka Math, and CAASP assessments CELDT EL reclassification rate Teacher mis-assignments Access to CCSS aligned ELA and Math curriculum materials Access to NGSS Curriculum Access to high quality intervention services through Rtl program and support groups Percentage of students receiving group counseling services		
Goal Applies to:	Schools:	LEA	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	45% of students will reach ELA proficiency CORE level by year's end 42% of students will reach math proficiency by year's end CELDT EL reclassification rate will be 2% Maintain 100% of teachers being appropriately assigned 100% of students will have access to CCSS aligned ELA and Math curriculum 100% of students will have access to NGSS aligned curriculum 40% of students will receive intervention services through Rtl and social emotional support groups		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A1 New Generation Science Standards (NGSS) Aligned Curriculum: Delta Education Foss Kit for each classroom, Four kits for the Middle School program http://lanlfoundation.org/docs/FOSSnewsletter_fall2015.pdf	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,000 LCFF Sup/Con and Lottery Objects 4000-4999
2A2 ELA CCSS aligned curriculum: Amplify for	Charter	<input checked="" type="checkbox"/> ALL	\$6,300

<p>Primary classrooms, Daily skills workbooks, Middle School Junior Library Guild subscription, Literature and Literature guides for grades 4-8.</p> <p>https://www.amplify.com/assets/pdf/CKLA_Research_Overview_CA.pdf</p>	wide	<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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Sup/Con and Lottery Objects 4000-4999</p>
<p>2A3. Math CCSS aligned curriculum: Eureka Math grades 1-8, Pearson Math Kindergarten, manipulatives</p> <p>http://greatminds.net/data</p>	Charter wide	<p><input checked="" 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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,525 LCFF Sup/Con and Lottery Objects 4000-4999</p>
<p>2A4. Social Studies curriculum: TCI History Alive! 6th-8th grade, current events periodicals, primary resources, text sets for K-5, Dramatic Play area for transitional Kindergarten and Kindergarten</p> <p>https://www.teachtci.com/pdf/empirical_education_research_summary.pdf</p>	Charter wide	<p><input checked="" 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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,300 LCFF Sup/Con and Lottery Objects 4000-4999</p>
<p>2A5 Intervention program: Full time interventionist, Educational materials, supplies, marketing costs, Volunteer Center dues, Summer School Intervention program.</p> <p>www.pbis.org/school/rti</p>	Charter wide	<p><input checked="" 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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$45,380 LCFF Sup/Con, Title I and Title III Objects 1000-5999</p>
<p>2A6. Retaining Highly Qualified Teachers Program: Salaries, Health Benefits, Retirement Benefits, Substitute teachers, food and drinks for</p>	Charter wide	<p><input checked="" 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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$351,124 LCFF Base, Sup/Con, EPA, ASES</p>

Identified Need :	<u>Need</u> <i>Students need a safe and supportive environment where basic needs are met</i>
	<u>Metrics</u> Survey results pertaining to basic needs Percentage of students receiving individual counseling services Percentage of families receiving food support through Brown Bag Percentage of families receiving clothing support through Kids' Kloset Access to secure area for belongings Professional development for staff and faculty working with traumatized youth

Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>At least 75% of parents/ guardians will report that the campus is well maintained, safe, and clean</p> <p>16% of students receive individual counseling services</p> <p>16% of students receive group counseling services</p> <p>42% of families participate in Brown Bag.</p> <p>27% of students participate in Kids' Kloset</p> <p>50% of students have a secure place for belongings</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A1 Facilities: Facilities Cleaning Service, Lease, maintenance and repairs to grounds and building, service to building such as plumbing, Custodial supplies.	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)_____	\$128,500 LCFF Base and Local Donations Objects 4000-5999

3A2 Student Safety: Yard Duty, additional staff for campus events, safety expenses such as fingerprinting, Alarm Service, Buzz-in system, Patrol service	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)_____	\$14,852 Sup/Con Objects 2000-5999
3A3 Quality Learning Environment: Replace furniture and equipment as needed, Replace laminator, classroom cubbies for Transitional Kindergarten and Kindergarten, secure hallway cubbies/lockers for grades 1-5	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)_____	\$12,000 LCFF Base and Sup/Con Objects 4000-4999
3A4 Food program: Kitchen Manager, Kitchen assistant, Food, Salad Bar program, water coolers	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)_____	\$51,306 LCFF Sup/Con Objects 2000-5999
3A5 Provide basis needs for students and families in need: Brown Bag food program for the week-ends, Kids' Kloset Clothing program.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 LCFF Sup/Con Objects 4000-4999
3A6 Provide mental health services to students in need: Help For Billy Part Four- <i>working with traumatized Youth in the general education setting</i> Training for all Faculty and Staff, Counseling room supplies and materials, MFT consultation services	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 LCFF Sup/Con Objects 4000-5999

<http://www.help-for-billy.com/author.htm>

3A7. Maintain School business Operations. Audit, Tax and Legal services, Insurance, Fees from Authorizing District and County Office of Education, Office supplies and ongoing expenses (paper products, copier, printing, telephone, postage)

Charter wide

ALL
 OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

\$57,969
 LCFF Base and Lottery Objects
 4000-5999

GOAL:	4. Guardians will take an active role in their child's development as a successful citizen	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<p><u>Need</u></p> <p><i>Guardians need to be engaged and involved in their children's academic, mental and social progress.</i></p> <p><u>Metrics</u></p> <p>Participation rate in campus events Participation rate in fundraising for the school Participation rate in on campus counseling or parenting class. Participation rate in utilizing resource navigation assistance.</p>
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Goal Applies to:	Schools: _____
	Applicable Pupil Subgroups: _____

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	75% of parents will participate in campus events 20% of parents will help to fundraise for the school in some way 10% of parents will receive counseling or be involved in parenting classes 20% of parents will utilize the resource center
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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	Service		Expenditures
4A1. Communication Program: One Call, Website, Constant Contact, Student Information System, Outreach and Advertising materials to keep parents and community informed of school programs.	Charter wide	<input checked="" type="checkbox"/> ALL	\$5,000 LCFF Sup/Con Objects 4000-5999
		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)_____	
4A2. Involvement program: Campus events, Fundraising costs, Food and drinks for parenting classes and meetings	Charter wide	<input checked="" type="checkbox"/> ALL	\$4,804 LCFF Sup/Con and Local Donations Objects 4000-5999
		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)_____	
4A3 Resource assistance: Furniture, supplies and materials to convert the main office into an office with a resource center for guardians.	Charter wide	<input checked="" type="checkbox"/> ALL	\$3,000 LCFF Sup/Con and Lottery Objects 4000-4999
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL:	5. Students will have access to high quality technology tools on a daily basis		Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4_✓_ 5__ 6__ 7_✓_ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<p><u>Need</u></p> <p>Students need to have current, high quality technology tools to enhance learning.</p> <p><u>Metrics</u></p> <p>Access to wireless internet service Student to device ratio Access to Smart/Panel boards Access to Science technology tools</p>			
Goal Applies to:	Schools:	LEA	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<p>Maintain 100% wireless access for students in all classrooms, learning environments, and office areas.</p> <p>Maintain student to device ratio of 1 to 1.</p> <p>30% of students will have Smart/Panel board in classroom</p> <p>30% students will have access to grade level aligned technology tools.</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
5A1. Internet Access: Maintain Wireless access for all students, SCOE consortium.	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)_____	\$4,500 LCFF Base and Sup/Con Objects 4000-5999	

<p>5A2. Equipment program: Maintain 1 to 1 device ratio by purchasing Chromebooks and charging cart(s) as needed, Equipment installation and set-up, upgrades, and repairs as needed.</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>\$2,500 LCFF Sup/Con Objects 4000-5999</p>
<p>5A3: Tech tools: Smart Board/Panel for additional classroom, other tech tools</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>\$7,000 LCFF Sup/Con Objects 4000-5999</p>

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the

effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	1. Students will be actively engaged in their education		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_✓_ 6_✓_ 7_✓_ 8_✓_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA			
	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	1a. 94% Attendance rate 1b. Reduce chronically absent percent to 15% or less 1c. Reduce suspension rate to 4% or less	Actual Annual Measurable Outcomes:	1a: 95.84% 1b: 11.5% 1c. Less than 1%.	

	<p>1d. Maintain 0% expulsion rate</p> <p>1e. All students will have access to music, art, and PE instruction</p> <p>1f. Students will have off campus learning experiences at least 3 times throughout the year.</p>		<p>1d: We have not expelled anyone.</p> <p>1e. Access to art through Art in Action curriculum. No access to music. Limited access to PE through multi-subject teachers.</p> <p>1f. Off campus learning opportunities (number per classroom) TK and Kindergarten- 4 1st grade- 4 2/3 grade- 2 4/5 grades- 3 6/7 grades- 4</p>
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LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1a. School Pride Program and Incentives: Attendance and achievement awards, Logo Wear, Food and Drinks		\$3,300.00 Objects: 4000-5999 Supp/Conc	1a. School Pride Program and Incentives: Attendance and achievement awards, Logo Wear, Food and Drinks		\$1,346.00 Objects: 4000-5999 Supp/Conc
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)_____		
1c. Social and Emotional Support Program: ToolBox training, Lifeskill education materials.		\$1,900.00 Objects: 4000-5999 Supp/Conc	1c. Social and Emotional Support Program: ToolBox training, Lifeskill education materials.		\$156.00 Objects: 4000-5999 Supp/Conc
Scope of	Charter wide		Scope of	Charter wide	

service:			service:		
<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)_____		
1e. Enrichment Course Access: PE instruction by part time classified employee, Art In Action program, Professional Artists Coordinator who brings artists into the school(contractured service), Summer enrichment program.	\$25,200.00 Objects: 2000-5999 Supp/Conc		1e. Enrichment Course Access: Art In Action program, Professional Artists Coordinator who brings artists into the school (contracted service).	\$2,842 Objects: 2000-5999 Supp/Conc	
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)_____		
1f. Authentic Education Program: STEAM based Fieldtrips for all classroom, transportation and school vehicle costs.	\$8,000.00 Objects: 4000-5999 Supp/Conc		1f. Authentic Education Program: STEAM based Fieldtrips for all classroom, transportation and school vehicle costs.	\$1519 Objects: 4000-5999 Supp/Conc	
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)_____		

1a-1e Maintain After School Program: Staff, supplies, materials, facilities, Partial Certificated Teacher salaries for Academic support during ASP program.		\$112,500.00 Objects: 1000-5999 ASES	1a-1e Maintain After School Program: Staff, supplies, materials, facilities, Partial Certificated Teacher salaries for Academic support during ASP program		\$131,350 Objects: 1000-5999 ASES
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) _____		

<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>Enrichment opportunities have gained momentum during the 2015-2016 year. We hope to increase funding for the 2016-2017 Friday enrichment program. Music and PE are high priority areas. A classified PE teacher was never hired due to high volunteerism within this area. Off campus opportunities will continue to be funded although less money than was budgeted was used due to transportation donations and cost effective trips. We were able to use grant funds for the social emotional program and less money than budgeted was used for the artists in the classroom program because of a promotional sale.</p> <p>During PLC meetings, the summer school program was designed throughout the year. It became limited to an intervention program due to the high percentage of struggling students. For this reason, we did not offer an enrichment summer program this year.</p>
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Original GOAL from prior year LCAP:	2. Students will achieve academic excellence	Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4_✓_ 5__ 6__ 7_✓_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	<p>2a. 32% of students will reach ELA proficiency CORE level by year's end</p> <p>2b. A minimum of 42% of students will reach math proficiency by year's end</p> <p>2c. CELDT EL reclassification rate will be 4%</p> <p>2d. Maintain HQ teachers being appropriately assigned</p> <p>2e. Follow CCSS Implementation Plan and add/amend as needed based on student progress data</p> <p>2f. 30% of students will reach proficiency on NGSS</p> <p>2g. 20% of students will receive intervention services</p>	Actual Annual Measurable Outcomes:	<p>2a. 44% of students have reached ELA proficiency CORE level in March 2016.</p> <p>2b. 41% of students have reached math proficiency in March, 2016.</p> <p>2c. CELDT reclassification rate was 0%.</p> <p>2d. Highly qualified teachers were appropriately assigned.</p> <p>2e. CCSA aligned curriculum was implemented in all classrooms.</p> <p>2f. 20% of 5th graders scored at proficient or higher on the 2015 CST Science assessment</p> <p>2g. 38% of students receive intervention services</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2f. New Generation Science Standards (NGSS) Aligned Curriculum: Junior Library Guild text set, Delta Education Foss Kit for each classroom.	\$8,150.00 Objects: 4110 Lottery	2f. New Generation Science Standards (NGSS) Aligned Curriculum: Junior Library Guild text set, Delta Education Foss Kit for each classroom.	\$8,253 Objects: 4110 Lottery
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)_____	

2a. ELA CCSS aligned curriculum: Amplify for Primary classrooms, Literature and Literature guides for intermediate classes.		\$12,000.00 Objects: 4110 Supp/Conc Lottery	2a. ELA CCSS aligned curriculum: Amplify for Primary classrooms, Literature and Literature guides for intermediate classes.		\$11,638 Objects: 4110 Supp/Conc Lottery
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)_____		
2b. Math CCSS aligned curriculum: Eureka Math grades 1-7, Pearson Math Kindergarten		\$10,400.00 Objects: 4110 LCFF Base	2b. Math CCSS aligned curriculum: Eureka Math grades 1-7, Pearson Math Kindergarten		\$10,777 Objects: 4110 LCFF Base
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)_____		
2a. Social Studies curriculum: TCI History Alive! 7th grade classroom (6 year duration), Studies Weekly, primary resources, text sets for K-6		\$5,000.00 Objects: 4110 LCFF Base	2a. Social Studies curriculum: TCI History Alive! 7th grade classroom (6 year duration), Studies Weekly, primary resources, text sets for K-6		\$3,356 Objects: 4110 LCFF Base
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			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2a-c, 2g. Intervention program: Full time interventionist, Full time Teachers' Aide, Volunteer Center dues, Certificated ASP tutor for 160 days for 2 hours a day, Summer School Intervention program for struggling students		\$87,900.00 Objects: 1000-5999 Supp/Conc Title I Title III	Intervention program: Full time interventionist, Volunteer Center dues, Summer School Intervention program for struggling students		\$47,978 Objects: 1000-5999 Supp/Conc Title I Title III
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)_____		
2a-f. Retaining Highly Qualified Teachers Program: Salaries, Health Benefits, Retirement Benefits, Substitute teachers, food and drinks for meetings		\$296,333.00 Objects: 4000-5999 LCFF Base (\$500 Sup/con)	2a-f. Retaining Highly Qualified Teachers Program: Salaries, Health Benefits, Retirement Benefits, Substitute teachers, food and drinks for meetings		\$281,212 Objects: 1000-5999 LCFF Base
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)_____		
2a-d. Professional Development Program: Beginning Teacher's training for new teacher,		\$7,000.00 Objects: 5000-5999	2a-d. Professional Development Program: Beginning Teacher's training for new teacher, Maker's Movement Certification at SSU for both		\$3,292 Objects: 5000-5999

Maker's Movement Certification at SSU for both intermediate teachers. STEAM and CCSS professional development opportunities through valued partners such as Wells Fargo and SCOE.		Supp/Conc Title II	intermediate teachers. STEAM and CCSS professional development opportunities through valued partners such as Wells Fargo and SCOE.	Supp/Conc and Title II
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)_____	
2a-g. Maintain Quality Administration: Administration salary, Office Manager salary, Chief Business Officer and accounting salary, Conferences and travel for administrator and /or Board members.		\$192,000.00 Objects: 1000-5999 LCFF Base	2a-g. Maintain Quality Administration: Administration salary, Office Manager salary, Chief Business Officer and accounting salary, Conferences and travel for administrator.	\$193,564 Objects: 1000-5999 LCFF Base
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)_____	
2a and 2b On-going instructional materials: classroom budgets, paper, supplies, books, planners		\$11,000.00 Objects: 4000-4999 LCFF Base	2a and 2b On-going instructional materials: classroom budgets, paper, supplies, books, planners	\$4,026 Objects: 4000-4999 LCFF Base

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)_____	
2a and 2b Special education costs (materials, supplies)	\$1,500.00 Objects: 4000-4999 LCFF Base	2a and 2b Special education costs (materials, supplies)	\$1,004.00 Objects: 4000-4999 LCFF Base
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?	<p>CCSS curriculum will continue to be implemented. 2016-2017 will be the second year of using Eureka Math and Amplify ELA materials. It will also be the second year of TCI History and FOSS implementation. We will continue to fund these programs and will be able to track growth after three years of implementation. Intermediate teachers received STEM professional development. We will be focusing on Primary teacher professional development in this area and continued development for teachers in all core subjects. Teacher retention will remain a focus. We did not hire a teacher's aide or an ASP teacher based on programming changes made through the SSU student teacher program and the new ASP director's programming. We received quite a few donations from community stakeholders that reduced the amount of funds spend for ongoing supplies.</p>		

Original	3. Students will have physical and mental needs met	Related State and/or Local Priorities:
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<p>3a. Maintain High Quality Facilities: Facilities Cleaning Service, Lease, maintenance and repairs to grounds and building, service to building such as plumbing, Custodial supplies, Alarm Service</p>	<p>\$84,000.00 Objects: 4000-5999 LCFF Base</p>	<p>3a. Maintain High Quality Facilities: Facilities Cleaning Service, Lease, maintenance and repairs to grounds and building, service to building such as plumbing, Custodial supplies, Alarm Service</p>	<p>\$118,137 Objects: 4000-5999 LCFF Base</p>
<p>Scope of service:</p>	<p>Charter wide</p>	<p>Scope of service:</p>	<p>Charter wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" 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 type="checkbox"/> Other Subgroups:(Specify)_____</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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3a. Increase Student Supervision: Part time Yard Duty, additional staff and safety expenses such as fingerprinting</p>	<p>\$14,500.00 Objects: 2000-5999 LCFF Base Discretionary</p>	<p>3a. Increase Student Supervision: Part time Yard Duty</p>	<p>\$8,538 Objects: 2000-5999 LCFF Base Discretionary</p>
<p>Scope of service:</p>	<p>Charter wide</p>	<p>Scope of service:</p>	<p>Charter wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" 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 type="checkbox"/> Other Subgroups:(Specify)_____</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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3a. Quality Learning Environment: Replace furniture and equipment as needed.</p>	<p>\$3,000.00 Objects: 4000-4999 Discretionary</p>	<p>3a. Quality Learning Environment: Replace furniture and equipment as needed.</p>	<p>\$16,551 Objects: 4000-4999 Discretionary and Local Grant</p>

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)_____		
3d. Food program: Kitchen Manager, Food, Salad Bar program, water cooler access in classrooms.		\$44,000.00 Objects: 2000-5999 Supp/Conc	3d. Food program: Kitchen Manager, Food, Salad Bar program, water cooler access in classrooms.		\$46,819 Objects: 2000-5999 Supp/Conc
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)_____		
3c and e. Provide basis living expenses for students and families in need: Brown Bag food program for the week-ends, Kids' Klost Clothing program.		\$6,000.00 Objects: 4000-5999 Supp/Conc	3c and e. Provide basis living expenses for students and families in need: Brown Bag food program for the week-ends, Kids' Klost Clothing program.		\$4238 Objects: 4000-5999 Supp/Conc
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)_____		

<p>3b,3c and 3g. Provide mental health services to students in need: Help For Billy Part Two-<i>working with traumatized Youth in the general education setting</i> Training for all Faculty and Staff, Group Therapy Counseling program building on Life skill, Toolbox and Help for Billy curriculum (contracted service with MFT)</p>	<p>\$5,000.00 Objects: 4000-5999 Supp/Conc</p>	<p>3b,3c and 3g. Provide mental health services to students in need: Help For Billy Part Two- <i>working with traumatized Youth in the general education setting</i> Training for all Faculty and Staff, Group Therapy Counseling program building on Life skill, Toolbox and Help for Billy curriculum (contracted service with MFT)</p>	<p>\$1,077 Objects: 4000-5999 Supp/Conc</p>
<p>Scope of service:</p>	<p>Charter wide</p>	<p>Scope of service:</p>	<p>Charter wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" 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 type="checkbox"/> Other Subgroups:(Specify)_____</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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3a. Maintain School business Operations. Audit, Tax and Legal services, Insurance, Fees from Authorizing District and County Office of Education, Office supplies and ongoing expenses (paper products, copier, printing, telephone, postage)</p>	<p>\$35,000.00 Objects: 4000-5999 LCFF Base</p>	<p>3a. Maintain School business Operations. Audit, Tax and Legal services, Insurance, Fees from Authorizing District and County Office of Education, Office supplies and ongoing expenses (paper products, copier, printing, telephone, postage)</p>	<p>\$37,498 Objects: 4000-5999 LCFF Base</p>
<p>Scope of service:</p>	<p>Charter wide</p>	<p>Scope of service:</p>	<p>Charter wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" 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 type="checkbox"/> Other Subgroups:(Specify)_____</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 type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress</p>	<p>Funding will be increased for safety and maintenance as well as cleaning services; specifically bathroom cleaning. Counseling needs can be addressed through strengthened collaboration</p>		

and/or changes to goals?	with agencies to use our county approved site, more group counseling, or increased professional development for teachers and family members within social and emotional health programs. The amount budgeted for ToolBox training was granted. Other basic needs programs are meeting needs and may not be in need of additional expenditures aside from those needed due to increased enrollment. More money than budgeted was used for furniture and facilities as grant money became available for the middle school program.
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Original GOAL from prior year LCAP:	4. Guardians will take an active role in their child's development as a successful citizen		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	4a. 14% of parents/ guardians will participate in parenting classes during the year 4b. 14% of parents/ guardians will participate in school parent group or events during the school year 4c. 20% of guardians will access new parent portal in SIS	Actual Annual Measurable Outcomes:	4a. Very few parents participated in the parenting classes; 5% 4b. We had over 60% of our parents participate in campus events such as the Thanksgiving feast, School Choice Week event, and volunteer opportunities. 4c. We did not integrate the report cards into the SIS system this school year.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
4a-c. Communication Program: One Call, Web-site, Constant Contact, Student Information System, Outreach and Advertising materials to keep parents and community informed of school		\$7,100.00 Objects: 000-5999 Supp/Conc	4a-c. Communication Program: One Call, Web-site, Constant Contact, Student Information System, Outreach and Advertising materials to keep parents and community informed of school programs. \$4,608 Objects: 5000-5999 Supp/Conc	

programs.				
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)_____	
4-c. Involvement program: Campus events, Fundraising costs, Food and drinks for parenting classes and meetings		\$3,200.00 Objects: 4000-5999 Supp/Conc Discretionary	4-c. Involvement program: Campus events, Fundraising costs, Food and drinks for parenting classes and meetings	
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)_____	
			\$1,081 Objects: 4000-5999 Supp/Conc Discretionar	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The number of parents and families participating in school events exceeded our expectations. We will be increasing expenditures for campus wide events because of this positive interaction. We will be expending funds in other areas instead of the Triple P Parenting classes, which have had very low attendance. We will be using funds for other parent education opportunities; specifically support for emotional and social skill acquisition.		

Original GOAL from prior year LCAP:	5. Students will have access to high quality technology tools on a daily basis	Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:		Schools: LEA		
		Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	5a. Maintain 100% wireless access for students in classrooms and learning environments.	Actual Annual Measurable Outcomes:	5a. Wireless access was maintained	
	5a. Increase wireless access outside of classrooms to include special ed/intervention room, 6/7 classroom, and tutoring room		5a. All areas have wi-fi access	
	5b. Increase student to device ratio to 1 to 1.		5b. Student to device ratio is grades 1-7 is one to one	
	5c. 20% of students will have Smart board in classroom		5c. One Smart Board and projector was purchased and installed in the 6-7 classroom	
	5d. 20% students will have access to grade level aligned technology tools.		5d. 19% of students have access to grade aligned technology tools	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
5a. Internet Access: Maintain Wireless access for all students, SCOE consortium.		\$4200.00 Objects: 4000-5999 LCFF Base	\$3,963 Objects: 4000-5999 LCFF Base	
Scope of service:	Charter wide		Scope of service:	Charter wide
✓ ALL			✓ 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) _____	

5b. Equipment program: Four classroom sets of Chromebooks with charging carts to obtain a 1 to 1 device ratio, Equipment installation and set-up, upgrades, and repairs as needed		\$40,977.00 Objects: 4000-5999 Supp/Conc	5b. Equipment program: Four classroom sets of Chromebooks with charging carts to obtain a 1 to 1 device ratio, Equipment installation and set-up, upgrades, and repairs as needed	\$35,201 Objects: 4000-5999 Supp/Conc
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)_____	
5c and d: Microscopes for the 6th and 7th grade classroom, Science area for middle school classroom, Smart Board pilot program		\$9,000.00 Objects: 4000-5999 Discretionary Donations	5c and d: Microscopes for the 6th and 7th grade classroom, Science area for middle school classroom, Smart Board pilot program	\$4,282 Objects: 4000-4999 Supp/Conc
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?		We will continue to maintain our one to one device ratio in grades 1-8. The interactive whiteboard pilot program was successful and we will stay on our present course for progress in this area as noted in our 3 year plan. The percentage of students with high quality technology tools was slightly less than hoped for. We will be increasing expenditures for these tools.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$209,624</u>
Kid Street Learning Center has 90.1% of the student population as unduplicated low income, English learner or foster youth students. Services are being offered as school-wide considering that the majority of students have high or special needs falling within basic, social/emotional or academic intervention needs. The increase in funding, \$209,624 is for English Language Learner, Low Income and Foster Youth and will address the targeted groups in a school-wide basis to provide a coherent, holistic, supportive, and enriching academic program.	

- 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.

27.63	%
<p>The services described in this plan are intended to increase and improve services to Low Income (LI) Pupils and Foster Youth (FY) by 27.63% in the 2015-16 school year as compared to services provided to all students. The additional services provided to improve outcomes for Low Income (LI) Pupils and Foster Youth (FY) include, but are not limited to:</p>	
<p>1. Meeting basic needs: free after school for all students, family maintenance, parent education, group and individual therapy, clothing, food for students and their families, and professional development in working with traumatized youth effectively.</p>	
<p>2. Academic support through the Intervention Program: tutoring, extra support for multi-grade classrooms, extra support in the after school program, literacy support, and a one to one device ratio.</p>	
<p>3. Engagement support through course access improvements including: Enrichment Fridays, Middle School Music program, PE, Makers' Education and NGSS aligned curriculum.</p>	

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).